

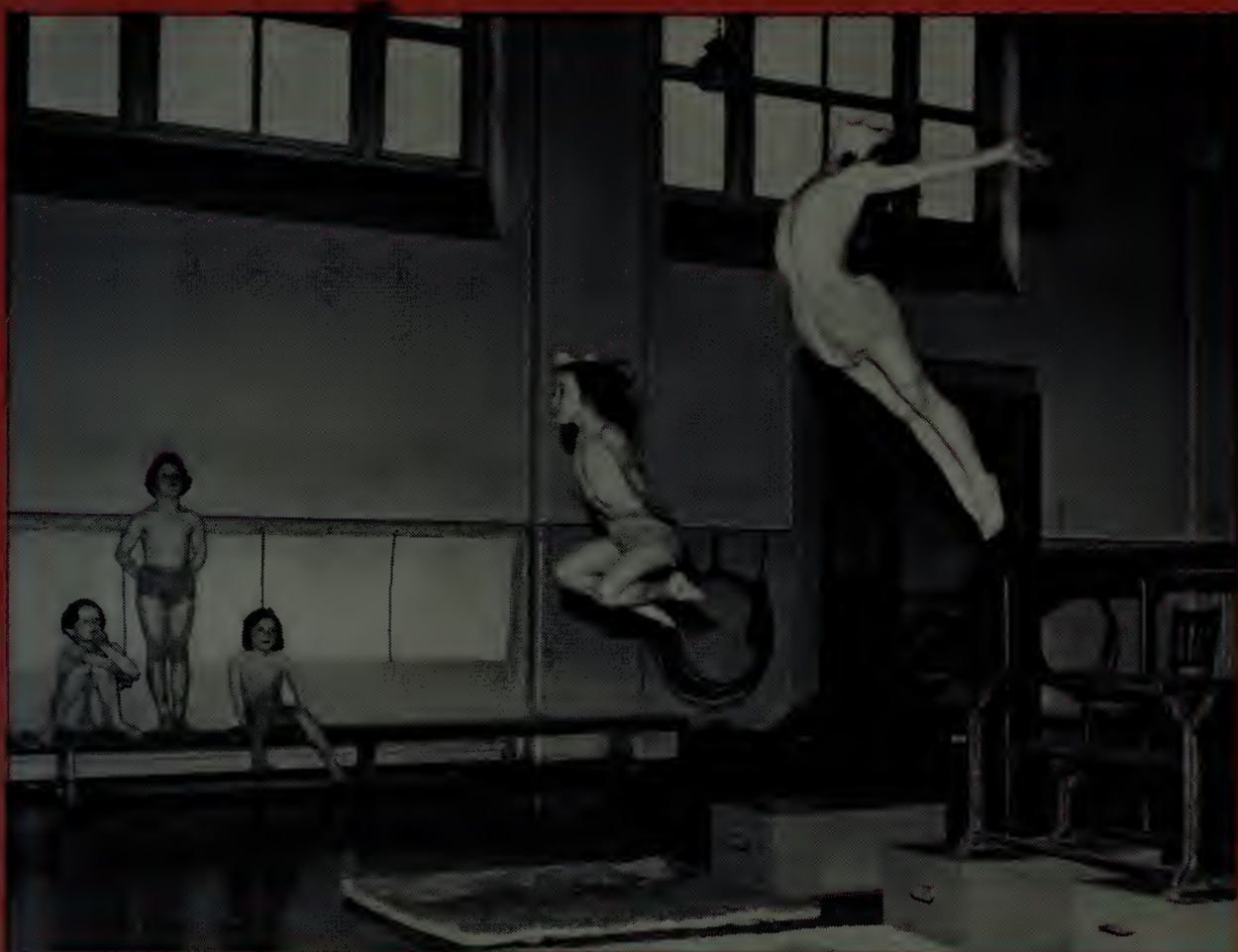
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Physical Education **IN THE** *Infant School*

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PHYSICAL EDUCATION
IN THE INFANT SCHOOL

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RHYTHMICS AND SIMPLE DANCES

GAMES AND ACTIVITIES FOR INFANTS

GAMES AND GAMES TRAINING

The author wishes to acknowledge with gratitude the help and advice given during the preparation of this book by the following :

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PHYSICAL EDUCATION IN THE INFANT SCHOOL

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PART ONE

PHYSICAL EDUCATION TODAY

Since the publication of the *Syllabus of Physical Training* in 1933, much experimental work has taken place all over the country. This has resulted in many changes, not only in the actual content of the physical education lesson, but also in the method of presenting it to the child. The basic principles upon which any system of health education for children should be built, must of necessity remain the same. They cannot alter, for they are the foundation of healthy growth, and are fundamental to the development in the child of a sound character and a healthy body. The main changes which are evident in the practice of physical education today can be summarized as follows:—

(A) METHOD OF TEACHING. The approach of the teacher to physical education today is similar to the approach of the teacher in the modern classroom, where each individual child is encouraged to express himself in his own individual way, the teacher guiding and suggesting rather than dictating and directing.

(B) THE MANNER IN WHICH INSTRUCTION IS GIVEN BY THE TEACHER marks another change in the modern presentation of the work. Today the teacher is informal, friendly and encouraging in manner, using her normal conversational voice rather than assuming an artificial voice of command, which produced in the past a mechanical response and unnatural actions. Stress is laid now on developing in the child *a feeling for, and an enjoyment of, movement*. For instance, the teacher may introduce some new movement to her class and then standing back, watch the children developing it each one in his own way, whilst she discusses points here and there, trying to give each child a greater awareness of how extensively, through the right direction of effort, every part of the body is able to move.

(C) EMPHASIS TODAY IS LAID UPON THE CHILD'S POWER OF IMAGINATION, and his ability to create many of his own activities. He is therefore given every opportunity to try out his ideas in movement, and to develop his own activities and skills whilst experimenting freely with both small and large apparatus. By the process of "trial and error" he will discover for himself his own powers and capabilities and as his mastery over his own actions increases he will become a more self-reliant, thinking person; one more able to solve, not only the problems of his own immediate environment, but those in the world beyond the school gates.

(D) MOVEMENTS AND SKILLS WITH THE MORE MODERN APPROACH MAKE A FAR GREATER APPEAL TO THE CHILD. This enjoyment is evident from the self-imposed "homework" carried out by most young children in their leisure time. From the teacher's point of view too, the modern approach to physical education has a greater interest. Today her originality and imagination are given full scope, and a wide field of exploration is open to her, offering many avenues of approach. She may, for instance, analyse and develop her movement training in terms of the three basic elements, viz. Time, Space, and Force or Weight.

(1) TIME. By this is understood the variations and changes in the speed of performing a movement. Consider as an example "circling one arm." The child may begin by swinging his arm round slowly, in wide circles. He may increase the time of the movement until he is whirling the arm round as fast as it can go; then, without any pause in the action, he may reduce the pace of the revolutions gradually until the arm is being circled at its original speed. Again, the management of speed is important in all running activities and is invaluable when playing games. A child should know how to run slowly, to accelerate rapidly and "go all out" for a certain distance and then return again to a slower pace. Contrasting speed can be applied to many body movements: for instance, a child can curl his body up or stretch it out, slowly or quickly. He can roll over and over "like a rolling-pin," slowly or quickly. The action of "turning a cartwheel" can be a slow action or a very quick one. Changes in the speed of a movement can either be made by the child himself, or by guidance from the teacher.

(2) SPACE. A child can understand this quality if he is given an opportunity to become aware of and feel the space all round his body: in front, behind, at the sides, high overhead or near the ground, in whatever position his body may be, e.g. lying, standing, sitting etc. He can use his arms, legs, head, or whole body in an effort to discover how far he can move them in every direction; or he can experiment to see how he can bend, twist, curl, or stretch out, like a piece of elastic, to the fullest possible extent that his body will allow. An appreciation of space can also be developed by encouraging children to walk or skip out their own patterns on the floor. Their designs can be made up of straight lines, curving lines, circles, or the children can move about in a zigzag manner. The space factor can also be brought home to a child by giving him opportunities of learning how to weave and dodge in and out of other moving children, and then later applying the practices to the playing of games.

(3) THE APPLICATION OF STRENGTH, WEIGHT OR FORCE to a move-

ment can readily be appreciated if the teacher introduces contrasting actions to her class; e.g. very light, quick running, changing to slow, strong running with dynamic powerful strides which push the body into the air at every step. The qualities of both speed and force are also shown when the child takes a running high jump or a bound over a marked space. *Speed* is necessary for the "run up," then strength or effort is applied both for the "take off" and when controlling the landing. The application and management of weight and effort can be seen when throwing a ball overarm correctly. The weight of the body, combined with the strength of the arm and shoulder action, should go into the throw, thus making the ball travel faster and go further. (*Figs. 59 and 60*).

From their understanding and use of time, from their awareness of space and their application of weight and effort, together with the exercise of their imaginative powers, both the teacher and the child will find greater interest and enjoyment in their work as they learn how, when, and where to apply this basic knowledge.

The teacher must however always bear in mind that her chief concern and responsibility should always be the physical and mental well-being of the child. She must ask herself constantly if the movements which she is guiding, or the child inventing, have real value, and will contribute, in one way or another, to his all-round development, making him stronger in body and mentally more alert and intelligent.

(*E*) FEW FORMATIONS ARE USED TODAY IN THE YOUNG CHILD'S PHYSICAL EDUCATION LESSON. From the first the child is told to look for a space to which he can go and work hard and intelligently at an activity, in his own way and time, without being hampered or bothered by his neighbours. *Individual free practice of this kind is the keynote of all modern physical education and great stress is laid upon the child's own purposeful practice.* For example, if told to get some piece of apparatus—a ball, a mat, a rope—the child should get it quickly and begin using it *at once* without waiting for the teacher to tell him what to do. By so doing he gains in skill, for he teaches himself, he keeps warm and he gets more exercise since he utilizes every second of the available time.

(*F*) Today THE IMPROVED STANDARD OF PERFORMANCE OF A CHILD is the only gauge of progress, not a paper scheme of consecutive stages. It is useful, however, for the teacher to have a list of exercises, skills and activities to which she can refer and draw upon, from time to time, but a lesson should be regarded as a *series of phases of training*, rather than as a series of exercises. A "table" should be used as a guide, but it is not as essential to "get through" a table as *to give*

sound and thorough training in some aspect of the work. If, for example, the teacher had not been satisfied in a previous lesson with the performance of the children in jumping an object, a rope, a cane, a mat, etc., she may spend longer on this activity, to the temporary neglect of some other part of her table. She may set out to improve the “run up and attack” for the jump, possibly demanding from the children greater speed and determination. She may want the children to give a stronger “push off” from the ground in order to get higher into the air, or demand greater flexibility and lightness when landing. She may continue to work on these points, coaching the children until they gain a really good grasp of how a jump should be carried out.

(G) THE INTRODUCTION INTO INFANT SCHOOLS OF LARGE CLIMBING APPARATUS has been one of the most beneficial and striking developments in recent years. A number of firms now specialize in climbing-frames, rope-ladders, scrambling-nets etc. Some can be erected permanently out of doors, whilst others are only suitable for use in a hall. With the introduction of this apparatus an effort has been made to cater for the child’s inherent desire to climb, to swing, to crawl or to balance himself on something; tendencies which were satisfied in primitive times by climbing trees, scrambling over rocks or rolling down banks, Nature’s infallible way of developing the young human body. Big apparatus of this type, besides being of great physical benefit, provides an endless source of adventure and delight to the young people who use it.

THERE IS NO NEED TO HAVE ACCIDENTS IF THE FOLLOWING POINTS ARE OBSERVED:—

- 1 All apparatus must be securely set up.
- 2 Only a given number of children should be allowed on it at one and the same time.
- 3 Children should have been given some training in landing and know how to drop to the ground softly with a relaxed “give” of the whole body. *Working with bare feet* is also a contributing factor to the child’s safety, besides being an excellent method of strengthening the whole foot.
- 4 The teacher should have good control of her class.
- 5 The teacher should never ask or press a child to do anything, but should leave him to experiment by himself and set his own pace. It should be borne in mind that the child is the best judge of his own powers and strength and should therefore be allowed to explore in his own way and his own time. The child will learn to rely upon himself, and thereby gain in confidence, thus passing on step by step with increasing skill and courage.

THE AIMS OF PHYSICAL EDUCATION

The general aims of all physical education should be to provide children with the opportunity to grow and develop in the fullest and richest possible way, both physically and mentally; to maintain a high standard of health in a strong, well-developed body; to encourage the growth of the child's imagination, thus stimulating within him a desire towards exploring everything which crosses his path. To foster in the child sound and steady qualities of character should be one of the chief aims of all teachers, so that the child will be able to tackle, and face up to, the many different problems which he will meet in the years ahead.

Some aspects of physical education are: physical exercises, games, dancing, swimming, health education, etc.

PHYSICAL EXERCISES

In the physical exercise period for young children much of the time should be free and should be devoted to activities which grow naturally out of the child's own imagination and experience. Originality and initiative in the child should always be encouraged and time allowed for his powers of invention to have full play. This creative work is of great importance to a child's development; nevertheless, *side by side with it should come movements and training given to him by the teacher.* There should be not only a sensible adjustment between free work and work which is guided by the teacher, but also a balance between exercises and activities. Unless these points are borne in mind there will be a loss of corrective application in the lesson (e.g. carriage and poise of the body, corrective foot work, training in good walking, running, jumping, etc.) If the lesson is entirely free there will be a loss of mental training with its consequent loss of self-discipline, e.g. in responding immediately and intelligently to some direction. *Finally, there will be no standard of achievement at which the child can aim.* Without a standard at which to aim, in physical education as in any other thing, a human being is like a ship without a compass, drifting aimlessly hither and thither but never arriving anywhere.

A sense of proportion is called for in the application of "drawing out from the child." Draw out from a child's mind most certainly, and encourage him to explore all the possibilities of the movements and skills which he meets, but is it not of equal importance for a teacher, with her greater knowledge and experience, to put something into a child's mind as well, and to give him some definite and concrete

ideas to work on and add to his repertoire of activities and skills? One should be aware that often the young child enjoys being given something definite to do in a definite way and is happy to try to attain a given standard in an activity. He does not want to be "fussed about and bothered" with changes before he has, by repetition, mastered the activity or skill in its simplest form and feels at home with it. A teacher should know when to leave a child to himself.

If the demand for originality of performance is continuous, the young mind is in danger of becoming frustrated and mentally exhausted. The wise teacher, like the wise mother, helps the child to build up a firm foundation on which to work. When the foundations have been established the child is given opportunity to experiment with and develop the activity still further, trying out his own ideas in his own way.

SUGGESTED FRAMEWORK OF THE LESSON AND TYPE OF ACTIVITY

PART ONE

(A) INTRODUCTION. FREE PRACTICE AND EXPERIMENT. This should characterize a large part of the activities of a young child, but gradual progress should be made towards more directed work. This directed work should develop with the child's age and ability as he gains greater control over himself and displays a higher standard of skill in performance. Every lesson should begin with a period of free practice with or without small apparatus.

(B) OPENING ACTIVITIES: FOOT AND LEG EXERCISES. The opening of the lesson itself should be lively and exhilarating, producing in the child a feeling of happiness, warmth, and high spirits. It should stimulate the circulation, thus increasing the blood supply to every part of the child's body, and so preparing the joints and muscles for the more vigorous work to follow. The opening should also incite the lungs to deeper, fuller action, thereby making the thorax more elastic and mobile. This opening activity can be some form of running, jumping, skipping, etc.

Foot and Leg Exercises. These are given to mobilize and strengthen the joints and muscles of the feet, ankles and legs, and so develop spring and resilience, and an ability to move with greater speed, freedom and safety. Examples of such exercises are corrective foot exercises and jumps of various kinds.

(C) BIG TRUNK, ARM, AND HIP MOVEMENTS. Here a child is given the opportunity to find out all the different ways in which every part of his body can move. *The emphasis is laid upon the child's capacity*

to move his whole body (or any part of it) with ease, in every direction to the fullest natural extreme, rather than on his ability to perform many and varied exercises. The child should meet with movements which are large and which are satisfying to him to carry out; movements such as those of animals or the natural activities of a young child, e.g. rocking movements of all types (*Figs. 110, 111, 116 and 117*), or pushing a wooden block along the floor with any part of his body (See *Figs. 113 and 114*), or A Dog Shaking the Rain off his Coat (See page 93). Strong work for arms and legs is usually provided by these big body-building exercises, but where necessary, definite movements with an influence on shoulders and hips should find a place in this part of the lesson.

PART TWO

(D) GENERAL ACTIVITIES. At least half of the physical exercise period should be devoted to this type of activity, though at times the teacher may decide to devote the whole lesson to general activity work. Here opportunities should be given to the child for: (1) Swinging, crawling or climbing on suitable apparatus, with each child inventing his own activity. (2) Free balance tests with or without apparatus. (3) Jumping of all types, freely or using apparatus. (4) Agilities such as crouch jump; rolling of all kinds; crawling through, over, or under supported apparatus. (5) Games skills.

THE LESSON IN DETAIL

PART ONE

(A) INTRODUCTION. FREE PRACTICE AND EXPERIMENT WITH APPARATUS

All apparatus should be well spread out in readiness for the children to begin their free practices immediately they enter the hall or playground. The arrangement of the apparatus and the preparation for the lesson should be carried out beforehand by selected children. Hoops, walking sticks, spatulas, bats, wooden bricks and skittles should be placed upright against the wall. Balls should be kept in a box; bean-bags in a tin which has a lid; ropes should be folded and knotted in another box. Miscellaneous apparatus, such as chalk, quoits, string for marking distances, should be kept in a basket of its own. Individual mats are most conveniently arranged in four or five piles, all marked, in some distinctive manner, with team colours *on one side only*. (This marking not only helps the children always to return their mats to the correct pile and so avoid confusion, but also makes it easy for them to remember to put the unmarked surface always on the

floor thus keeping the marked side clean). It takes persistent and careful training at first to inculcate tidy habits into the minds of children, but in the long run it pays dividends.

PROCEDURE. On coming out for their lesson children should *begin working at once*. Some can practise with small apparatus, some can try out activities on mats and still others can try to carry out some activity which they have met with in a previous lesson, e.g. crouch jump, cycling, cartwheels, etc. Generally speaking, all activities should be of the child's own choice, and there should always be sufficient apparatus for such a choice to be satisfied, so that no child will suffer from a sense of frustration and disappointment at the start of the lesson. If the work has always been carefully organized by the teacher it is possible for even the youngest class to run out and begin this part of the lesson by themselves. The function of the teacher during the free practice period is *to watch her class carefully*, moving from place to place, quietly helping a child here and there. Possibly it can be done by showing him a better way of performing the activity which he has chosen or by correcting some fault which he is making. After two or three minutes practice the apparatus is quickly and neatly cleared away and the teacher passes on to the next part of the lesson.

(B) OPENING ACTIVITIES

FOOT AND LEG EXERCISES. Without any waste of time the teacher should get the class working at some stimulating, warming activity, based on running, walking, skipping, leaping, etc. The teacher should always bear in mind the fact that *a cold child cannot move with freedom; neither will he find any enjoyment in, or reap any benefit from, the physical exercise period, unless his body is warm and is kept warm, throughout the lesson.*

Should the teacher, for example, decide to give her class training in running, she will get the children moving freely round her whilst she watches them and tries to improve the way in which they move. Variations can be introduced at the teacher's discretion, e.g. changing from slow to fast running or from light to heavy running. She can also introduce jumps of various kinds as the children run, or show them how to weave in and out of other runners. Children love running for the sheer joy of moving, and find a release for their exuberant spirits in an activity of this kind; running is as valuable for the young child as for the man of twenty (See page 48, No. 2).

A CORRECTIVE FOOT EXERCISE AND AN INTRODUCTORY JUMP may follow the opening activity. The *purpose of the corrective foot exercise* is to make the joints of the feet and ankles supple and strong, to build up the arches of the feet, to straighten and strengthen the toes and to help children to move well and stand correctly. (See page 39).

The purpose of the introductory jump is to develop spring and resilience in the foot with the feeling of the jump coming right through the body from the feet to the top of the head, as the body is propelled strongly into the air, e.g. Jack-in-the-Box (Figs. 101 and 102). Again, *an introductory jump* may be given to develop a sense of rhythm. Each child should work in his own rhythm and time at all types of skip jumps, tapping steps, dancing steps, etc. Perhaps the teacher may decide to use the introductory jump to cultivate a sense of ease and relaxation when landing, for instance, in Frog jumps (Figs. 88 and 89), standing broad jumps (Fig. 225), or in a running jump ending with a deep elastic landing. Children should work away at the introductory jumps in their own time, trying to improve the jump on the lines indicated by the teacher, while she coaches and helps them. Examples of opening activities and leg exercises can be found on pages 57 and 58.

(C) BIG TRUNK, ARM AND HIP MOVEMENTS

The teacher may decide to continue her lesson by giving the child big massive exercises for developing the whole body. The child should meet with two or three different types of movement. Here he will find out how, in what direction and in what way his body can move. He will discover that he can curl up into a very small space, span to a greater width, reach to a greater height, twist and bend his body forwards, backwards or sideways to the utmost point that his joints will allow, *when real effort has been made*, often with his trunk, arms and legs all participating in one big complete action. The aim here is to achieve a natural maximum range of movement in whatever direction a limb or the trunk may be moved, and a teacher should not be satisfied with less than the fullest possible range a child can achieve. Examples of such movements are: Scrubbing or Polishing the Floor (Figs. 76 and 77), A Football, A Tree, and A Pair of Scissors (Figs. 65, 66 and 67), Swimming in a Rough Sea and Boats in a Storm (Figs. 188 and 189), etc. These big all-embracing exercises have a powerful influence on the child's posture and development, and their value cannot be over-estimated.

If a child is to grow into a strong, healthy, robust boy or girl it is essential that the foundations of good posture and carriage are laid whilst his body is still young and supple. The chief aims of these massive movements are therefore:—

- (1) To build up the bony framework of the body,
- (2) To increase the mobility of all joints, and
- (3) To provide the child with strong, elastic, well-developed muscles, which are able to do their own particular work.

It cannot be sufficiently emphasized that all the will-power which a child may use, or struggles which he may make to move freely and

to hold himself well, are just waste of effort if his joints are allowed to become stiff and rigid, and his muscles remain weak and poorly developed.

Realizing all this, what should be the teacher's aim? The teacher should set out, *firstly*, to give the child all types of movement which will mobilize his spine, and increase its flexibility in every direction while strengthening at the same time the muscles which control the spine, thus ensuring that the child will not be handicapped by a rigid or weak "backbone." *Here are some examples of movements which will increase the mobility of the spine in a backward direction, correct round shoulders, improve the position of the chest and strengthen the whole back from head to tail.*

- (a) Front lying; all types of rocking movements backwards and forwards and from side to side (Figs. 105, 110 and 111).
- (b) Standing, kneeling or sitting, holding a bean-bag in one or both hands, arch backwards or sideways to drop the bag on the floor as far behind or to the side as possible. Children recover the bean-bag without moving from the commencing position (Figs. 90 and 91).
- (c) Curling and stretching (Figs. 197 and 198).

The following are examples of movements which will increase the flexibility of the spine in a forwards direction, strengthen the abdominal muscles and correct any tendency to "hollow back."

- (d) Snowballs (Figs. 116 and 117).
- (e) Forward and backward roll (Figs. 49, 51, 52 and 53).
- (f) The Ticking Clock (Fig. 172).

Here are some examples of movements which will increase the flexibility of the spine in all directions and develop and strengthen the big muscles at the back, sides and front of the body, thus enabling the child to twist, turn and bend with greater ease and freedom.

- (g) Scything with, and crawling through, a hoop (Figs. 107, 108 and 152).
- (h) Beating the floor with a folded and knotted rope (Fig. 157).
- (i) Little Wheels and Big Wheels (Fig. 169).

Secondly, the teacher should introduce into the work practices which will give the child's body an all-round development, strengthening his arms and shoulders, thereby influencing posture and the development of his chest. The ideal way to secure this is to *provide the child with many opportunities for swinging, crawling, and climbing on big apparatus* (Figs. 1, 2 and 7). If such apparatus is not available, however, compensatory movements should find a place in every lesson. For example, movements where the body weight is partly borne by the arms, e.g. moving in any direction and at any speed on hands and

feet (*Figs. 33–37*), or where one child pits his strength against that of an opponent, e.g. (*Fig. 177*) or Tug of war with a folded rope (*Fig. 196*).

Thirdly, the teacher should never omit movements which influence the hip joints. Such movements are important since the whole weight of the body is borne by the hips and therefore a firm and reliable base is essential. A child with strong, supple hips can run, jump, dance, climb, etc. with a much greater degree of confidence and freedom than one who is handicapped by joints that are not flexible and muscles which are not strong.

Examples of movements which influence these joints are:—

- (a) Prone kneeling position. Move one leg as far as it will go in every direction, thus exploring the space all round the body (*Fig. 190*), or
- (b) Back lying with bent knees and hips well raised from the floor. Discover all the leg movements which can be made from this position (*Fig. 200*).

Working on these normal natural lines, the body of the child will be given a chance of attaining to that state of perfection in growth and movement which is the birthright of every child. Not only will the child be able to move with greater freedom and grace, but he will be able to express himself through movement more completely and with added beauty and sensitivity if the instrument whereby the expression is to be carried out, viz. the child's own body, is well-developed, supple, strong and responsive to his will.

Examples of big trunk, arm and hip movements, will be found on page 78.

PART TWO OF THE LESSON

(D) CLASS AND GROUP ACTIVITIES

The second part of the lesson is devoted to many and varied activities. The teacher may decide from time to time to spend the whole of the physical exercise period on this part of her table. *Part two can open with a Class Activity* where all the children take part in the same practice at one and the same time. Generally speaking it should be vigorous, warming and easy to organize. It may take the form of a game of chase, a race of some kind, a ball skill, an easy type of jump or a practice for improving the footwork of the class. The teacher may use the opening for improving some skill or activity which the children already know, but at which they require more practice and coaching. At the conclusion of the class activity children can break up into several small sections and spend the remainder of the lesson working at activities and skills of many different types, sometimes practising alone, with a partner or as a member of a small group.

GROUP PRACTICES

When planning her lesson the teacher should see that all groups have work of equal interest, and that the children will be fully occupied so that there will be no queuing or waiting for turns. In the case of a large class, practices can be duplicated or else there can be five or six groups with each working at a different type of activity or skill.

The group practices can be divided into:—

- (1) Work on big apparatus.
- (2) Free balance activities with or without apparatus.
- (3) Jumping practices.
- (4) Agility practices.
- (5) Games skills.

When possible new activities and skills should be *thoroughly practised by the class as a whole* with all children doing the same thing at the same time, while the teacher helps and coaches them. In this way the children will get a much better understanding of the fundamental points of an activity and will, therefore, be able to work more effectively. When the children have got a really good grasp of an activity, they can then carry it out on their own, with a partner, or in a group. As the number of known activities and skills becomes greater, the class can be divided into smaller groups with a consequent increase in the variety of the practices, and a more extensive use of different kinds of apparatus can be made. Older children should change round from one activity to another several times in the same lesson, thus gaining an opportunity of trying out their skill in many ways, but the younger child should proceed more slowly, time being given him to settle down with an activity and enjoy himself. By constant repetition in his own time a young child learns how a thing should be done and gains some skill at the activity.

(1) BIG APPARATUS PRACTICES

(Hanging, crawling, climbing, etc.) Here the object is to give the child means whereby he can strengthen and develop his whole body in the best and the most natural way. Normal boys and girls try to obtain this development for themselves by climbing and swinging on trees, walls, gates, lamp-posts, etc., or in fact, on anything that will bear their weight; but since these natural outlets are in most cases denied them, then one must look elsewhere for activities that will satisfy this natural longing. The solution, of course, is to provide all schools with large fixed apparatus and have it erected permanently in the playground, or with movable apparatus for use in the hall. *An all-out effort should be made by all concerned with the welfare of young children to provide at least one piece of climbing apparatus for every*

school. If such apparatus cannot be obtained, an imaginative and determined teacher can often contrive to adapt other things so that the children do get some practice in climbing and swinging, even if their activities are limited. The following are some examples of improvised apparatus, the use of which will make a lesson of greater value and much more enjoyable both to the Infant and Junior child.

- (1) Motor tyres suspended on strong ropes from the branch of a tree, which is within easy reach of the ground (*Fig. 1*).
- (2) A ladder, hooked or tied on to the playground railings or fixed by brackets plugged into the outside or inside of the school wall. The ladder should be near enough to the ground for a child of average height to jump up and reach it and yet be able to hang with his feet clear of the ground. Shorter children can use a low box in order to grasp the rungs of the ladder (*Fig. 2*).
- (3) One or two long ash poles, fixed to the backs, and supported on the seats of strong chairs (*Fig. 3*).
- (4) An inclined or a horizontal balance form, resting on strong tables or on some other suitable support (*Fig. 4*).
- (5) A ladder inclined against a wall and fixed firmly at either end (*Fig. 5*).
- (6) Rope ladders or strong ropes suspended from low branches of trees, or stretched horizontally from one branch to another, provided that there is only a short drop to the ground.
- (7) A balance form or two dinner benches, tied or otherwise fixed firmly together, along which the children can pull themselves (*Fig. 6*).
- (8) A strong pole or ladder supported on low painters' trestles and bound tightly with ropes (*Fig. 7*).
- (9) A ladder bound by ropes to the top of a jungle gym and protruding several feet into the hall (*Fig. 8*).
- (10) A beer-barrel, lined with strong felt, in and out of which the children can scramble (page 101, *Fig. 163*).
- (11) A strong gate over which the children can climb or on to which suitable apparatus can be fixed.
- (12) Poles or a plank fixed between two ammunition boxes.

The teacher must see that all apparatus is strong, firmly fixed and carefully set up in the playground or hall.

(2) BALANCE PRACTICES

The ability of the *five to six year old child* to control his movements is very limited. He falls over many times during the day, so his first balance activities should be very simple. For example, skipping about freely, then stopping in some specified position when directed, such as standing on one leg, or perhaps dropping down to "knees full

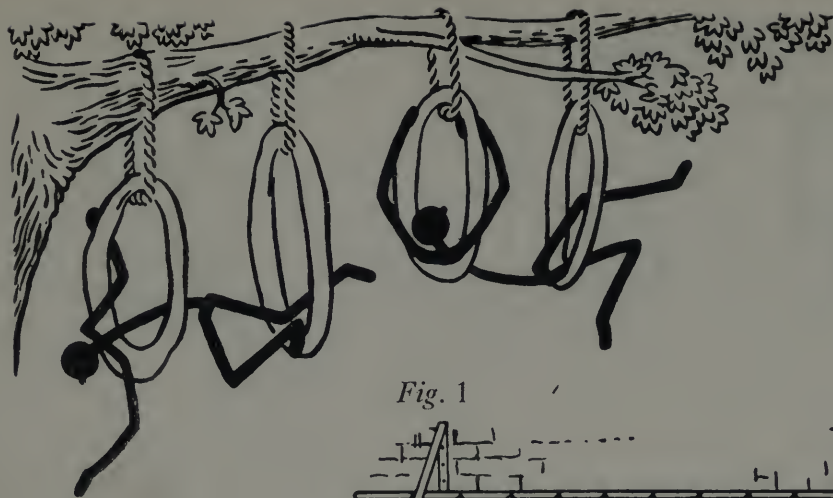


Fig. 1

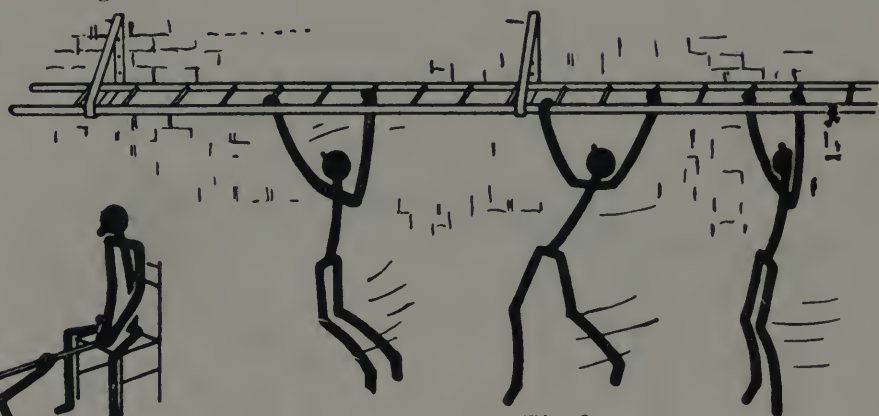


Fig. 2

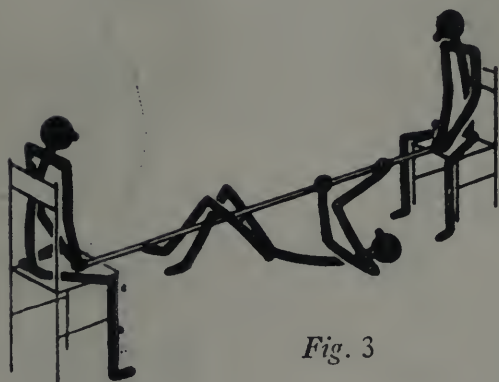


Fig. 3



Fig. 4

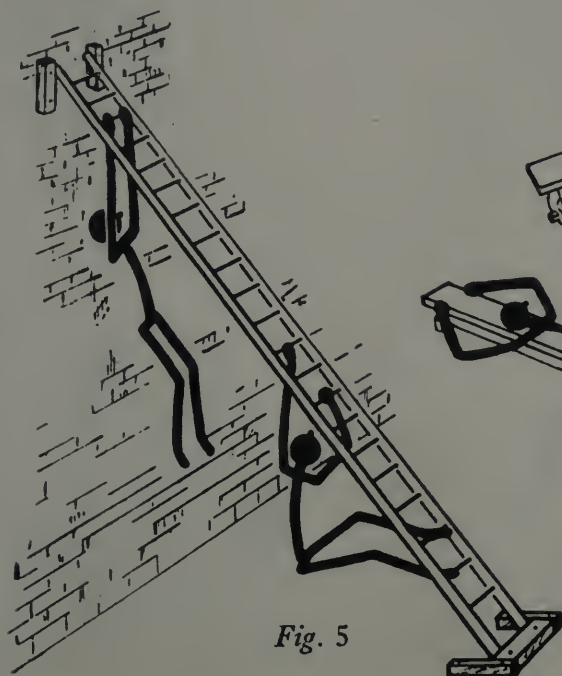


Fig. 5

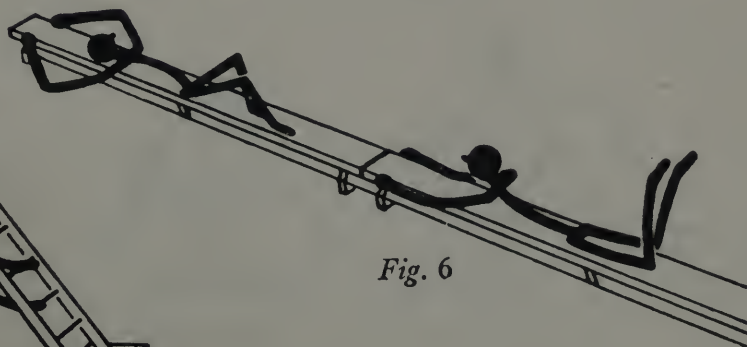


Fig. 6



Fig. 7



Fig. 9

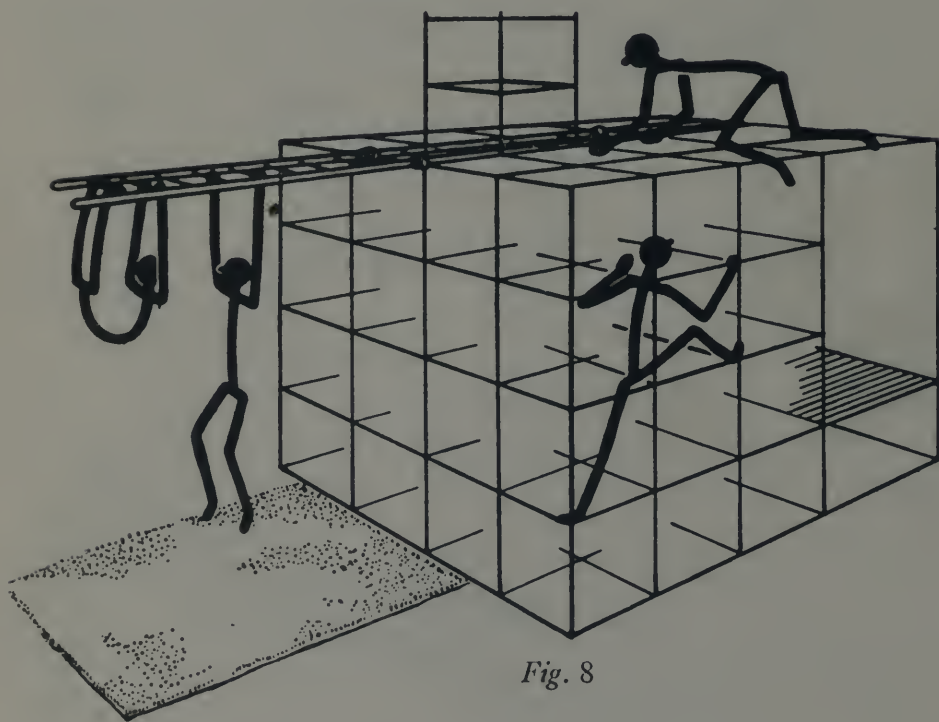


Fig. 8

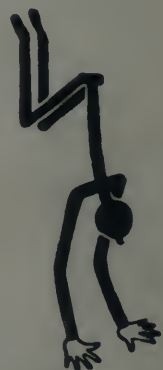


Fig. 10



Fig. 11



Fig. 12a



Fig. 12b



Fig. 13

bend.” Again, sitting down or standing up without using his hands demands a considerable amount of co-ordination in a child of this age. He will derive fun and enjoyment from imitating the actions of animals, e.g. standing on his toes and bouncing about with outstretched “wings”, pretending that he is a sparrow, or, bending both knees and walking about quacking like a duck (*Fig. 9*). He can hop about like a rabbit (*Fig. 10*), sitting up now and again, to gnaw at a carrot, or to shake his ears (*Fig. 11*). He may, perhaps, walk like a horse, stopping from time to time to paw the ground with his toe, whilst balancing on the other leg. The child makes further progress and gains in co-ordination and skill by walking or crawling round hoops or motor tyres (*Figs. 12a and 12b*); or he can balance himself on two or three wooden blocks, manipulating them with his hands in such a way that he “crosses over a river without getting his hands or his feet wet” (*Fig. 13*). A further step in his balance experience should be to get along something which raises him above the floor level. He could walk along a balance form or along planks supported on ammunition boxes or low tables, or perhaps walk along a low wall, a fallen tree-trunk, or climb up and down an inclined ladder (*Fig. 14*).

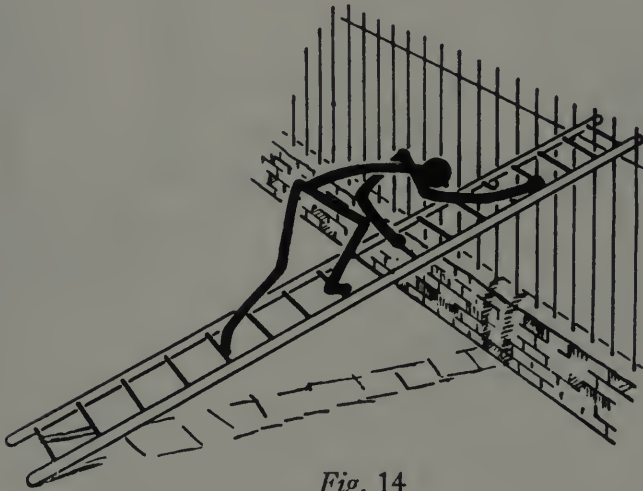


Fig. 14

All these things are well within the capacity of the five to six year old child, whose chief aim and enjoyment is to get along something in his own way without falling off, or to climb up something and get down again whilst still keeping himself the right way up. *With the six to seven year old child* the agility balance still forms the main type of activity, but he can also meet with new balancing activities which require him to make some effort at maintaining the correct poise of

his body. For example, to walk up and down the long white lines (*Fig. 126*). Here children concentrate on maintaining a good, stately carriage, pretending that they are "Kings and Queens, wearing crowns with their trains sweeping on the floor behind them." This can lead on to an activity such as balancing some light object on the head (a piece of cardboard or an old notebook is admirable for this purpose), while walking up and down the lines (*Fig. 15a*). The children can also step on and off ammunition boxes placed across the line (*Fig. 15b*), or step in and out of a hoop with some object balanced on their heads (*Fig. 15c*). A further progression in balance can be made by children walking along balance forms or dinner benches, negotiating objects as they move, e.g. crawling under a cane (*Fig. 16a*), getting across a hoop in some way, stepping over several blocks placed on the forms (*Fig. 16b*). Children of this age derive much enjoyment from inventing their own tests of balance while using small apparatus in conjunction with the white lines, hoops, balance forms etc. There are many other interesting balance combinations which can be worked out by the teacher and her class. Examples of Balance Activities can be found on pages 82 and 119.

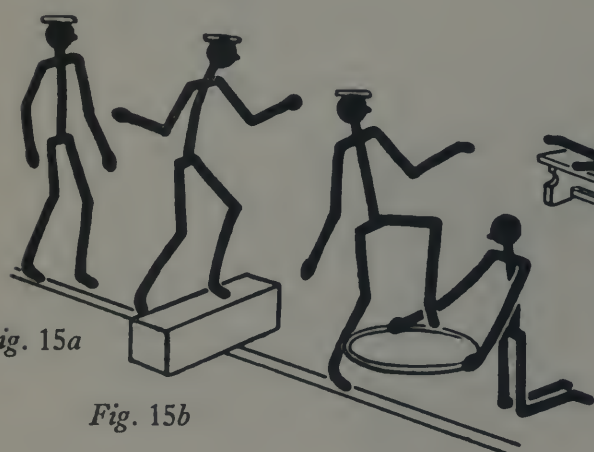


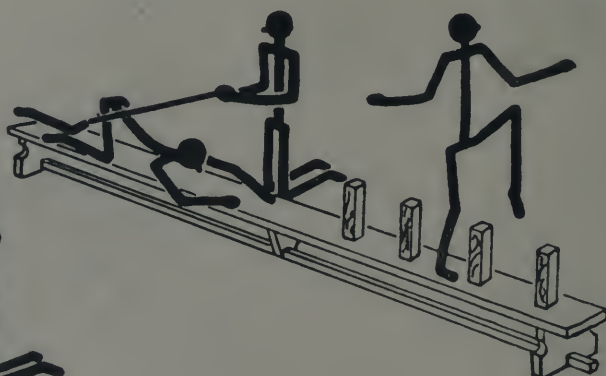
Fig. 15a

Fig. 15b

Fig. 15c

Fig. 16a

Fig. 16b



(3) JUMPING PRACTICES

Running brings both enjoyment and a sense of satisfaction to even the youngest child. It should be borne in mind that he also gains an equal pleasure from jumping over things or from leaping freely into the air for the sheer joy of moving. To bound across a narrow brook, to jump over the branch of a fallen tree, to leap high in the air from a wall or rock, gives him a wonderful feeling of exhilaration and a desire for endless repetition. The teacher should recognize that this desire to jump is a natural instinct of the young child and she should,

therefore, provide him with many opportunities of satisfying this longing.

A five year old child likes to see how far he can jump off both feet "like a frog," or how few hops he can take over a given distance off one foot, or perhaps will enjoy taking running jumps over his mat. Jumping over obstacles of varying heights gives great pleasure to a child of this age. If he is provided with several wooden blocks and tins, he can then be left on his own to build up any kind of jump that he likes (*Fig. 17*). Opportunities for jumping from heights should also be given to him; to jump off a balance form, a supported chair, a low box or a table is to him a real adventure (*Fig. 18*). To prevent damage being done to his feet and as a safety precaution, one or two individual mats may be placed on the floor in front of the box or chair.

Fig. 17

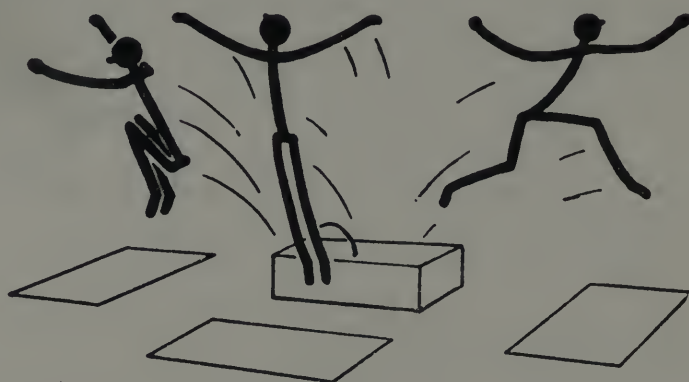


Fig. 18

A good landing should be part of a good jump. At a very early age the child should be encouraged to "give" at the hips, knees and ankles when landing from a jump, otherwise the feet may be injured and the whole body receive a shock (page 48, No. 3). Many of the jumps for older children are based upon the foundations which they met with at five years of age, but a further advance is achieved by the teacher demanding a higher or longer jump, by a variation being added to the jump and by a greater degree of control and agility being expected from an older child.

To sum up, progression in jumping can be made by (a) Adding variations to the same jump. For example, in a jump from a box over a cane, the child can twist his body in the air, so that he lands facing the object from which or over which he has jumped (*Fig. 19*), or when jumping from a height to make some figure with his limbs when in mid-air (*Fig. 20*). (b) Combination with some agility adds additional interest to a jump. For example, a running jump over some

object could be followed by several cartwheels (*Fig. 21*), or a jump off a box could be completed by a forward or a Football Roll along a mat (page 51, No. 7). (c) Expecting greater co-ordination and control.



Fig. 19



Fig. 20



Fig. 21

(4) *AGILITY PRACTICES*

This is a very elastic term, but, when applied to the physical education of a child, it means roughly, some operation which demands co-ordinated action, skill and control of the whole body. Sometimes agility may characterize a balance, a jump, or work on big apparatus; at other times the test of agility may be complete in itself. The basic agilities met with in the work of young children are usually various forms of crouch jump or rabbit hop (page 48, No. 4); hand standing and preparations for hand standing (*Figs. 47–48*); cartwheels, forward and backward rolls and their variations. Examples of jumps and agilities will be found on pages 64 and 86.

(5) *GAMES SKILLS*

A child playing with his bat and ball is a happy child, for fun and enjoyment are the chief elements of his play. Into the child's games practices should come this element of light-hearted enjoyment which should characterize everything that he does. In the infant school the child learns the A B C of the games that he will play in the years to come with his classmates; every opportunity should therefore be

given him of meeting with the many skills beforehand which, together, make up these games.

In order to acquire some proficiency with bat and ball, *plenty of apparatus should always be available*, otherwise a games scheme will break down at the very beginning. Apart from the effect upon the child, an adequate supply of apparatus makes the teacher's work far more interesting and enjoyable, and in fact, very much easier. There should be a bean-bag, ball, bat, rope, hoop and target of some kind (a block or a tin) for every child. There should be a good supply of four-inch balls, footballs, spatulas etc., otherwise it is impossible for a foundation in the playing of games to be given to the child. His first experience in ball-handling, manipulating a bat or a spatula, learning to kick or dribble a football, should be met with in the infant school.

Permanent targets should be boldly painted on playground walls in bright colours. Some should be painted near the ground, some should be painted at the average shoulder-height of six to seven year old children, while much higher up on the wall other targets should be marked. Graded distances, from which to aim, should be painted on the ground. Wickets can be painted on the walls so that the older children are able to practise under and overarm bowling at them across a marked distance. Goals for football, and other games suitable for both infant and junior children can be painted on the walls. These permanent markings save the teacher's time and help her considerably with the organization and flow of the games lesson.

The five to six year old child likes to play by himself and discover on his own all the possibilities of the apparatus which is supplied to him. He has little control over balls, neither can he use a bat with freedom or accuracy. He does not care to play with another child whose control, like his own, is very limited, and whose actions are quite unpredictable. This is, therefore, the best age to give him frequent opportunities for free play with all the apparatus available, helping him when necessary with various practices so that he gains a repertoire of simple skills. He gets considerable satisfaction from kicking a ball against a wall and trying to stop it as it rebounds. He likes to knock down skittles with his ball, to pat a ball with hand or bat, dribble a four-inch ball about with a spatula, a piece of wood, or his foot, for generally speaking it is in this way that a child acquires mastery over the apparatus which he will use at some future time when playing team games.

The six to seven year old child should spend much of his time practising and experimenting on his own. The teacher should suggest from time to time different and better ways of doing things, should introduce new skills to him and should help him very informally with elementary points of technique, e.g. how to get a good free swing

with his bat before striking the ball (page 55, *Fig. 61*), the correct way to stand when throwing (*Figs. 59 and 60*), the most effective method of fielding an oncoming ball, the value of always keeping an eye on the ball etc. (*Fig. 62*). At this age a child often enjoys combining with a partner, practising skills with him which previously he had done by himself, e.g. rolling a four-inch ball across to a partner, throwing and catching a bean-bag with him, kicking a football to him etc.

A list of games skills will be found on pages 53–56.

PROGRESSION IN THE PHYSICAL EDUCATION OF THE CHILD

Progression can only be judged by an *improvement in the quality* of a child's work. It no longer lies in his ability to perform a great number of exercises of different degrees of complexity. What matters most is the improved performance of *all* work done by the child and by his awareness of what good movement feels like and what it means. Progression in physical education can be seen by the improvement in a child's carriage, by the ease and control of his movements, and by the tenacity of purpose that he shows in attempting to master a task which at first seemed difficult for him to do.

Hand in hand with this physical progression comes a development of the child's character wherein he shows an increased ability towards becoming a successful member of his group and a "good mixer." When planning her scheme of work the teacher should have definite ideas about the successive stages through which she intends her class to pass, so that they will have an all-round training, and reach good standards of performance in such basic actions as walking, running, jumping, etc. She should be quite sure in her own mind how she intends to progress, step by step, towards various agilities and games skills, such as hand-standing, rolling of all types, bat and ball skills; but when thinking of general progress in the child's physical education, she should constantly criticize her own work, being herself both questioner and judge. She should ask herself some of the following questions:

- (1) Are the children's carriage and posture improving and do they move about with greater ease, confidence, lightness and control?
- (2) Are the children becoming more aware of "quality of movement", and are they developing a more critical and observant eye when watching other children in action?
- (3) Are the children becoming more self-reliant, and are they showing a helpful kindness to other members of the class?
- (4) Are the children tackling the work with zest, enjoyment and determination, whilst at the same time displaying greater imagination in the creation of their own movements and skills?

- (5) Is the whole class improving in games technique and exhibiting more skill and intelligence in the management of both themselves and their apparatus?
- (6) Do the children look sturdier, stronger, and has the general standard of health improved?
- (7) Is she, the teacher, making the work so enjoyable and so stimulating that every child in the class would prefer to miss any of their other lessons rather than the physical education period?

Should the teacher's answer to herself be a forthright and truthful "yes" to all the above questions, then real and sound progress has been made.

LENGTH OF THE LESSON

The young child requires, nowadays, a longer period for his physical exercise lesson owing to the change in the character of the work, which involves the need to spend more time on free play, practices of skills and activities, as well as giving him opportunities of experimenting on large climbing apparatus. *It cannot be said with sufficient emphasis, or said too many times, that a daily lesson is essential to young and rapidly-growing children, whether the lesson consists of physical exercises, games, dancing or some other physical activity.*

For the *five and six year old child* no period of less than twenty minutes should be regarded as adequate. For the six or seven year old child a period of twenty-five minutes should not be too long. So often, time for changing shoes, removing clothing, or washing after a lesson is taken from the physical education period. This is not right, for the child needs all the time that he can possibly have for exercise. Children should be shown how to take off their clothes and lay them out methodically in the room where they change, so that on their return to the room they can dress without any fuss or loss of time. They should work in pairs, helping each other with buttons, frocks which fasten down the back, and shoe laces. Dressing and undressing competitions can be organized in the classroom, one group competing against another. Besides being good fun it gives excellent training in dexterity and speed, making children more self-reliant and less dependent on adult help.

INDOOR AND OUTDOOR WORK

Whether the work should be taken in or out of doors depends entirely upon the available facilities and climatic conditions, which vary of course considerably in different parts of the country. It is agreed that regular outdoor activity should be encouraged where and

when it is possible, but in order to carry out a satisfactory all-the-year round scheme of physical education, a hall is essential.

From the health point of view the outdoor lesson has many advantages over the indoor lesson. It affords fresh air and sunshine, room to move with freedom, thus leading to a greater enjoyment of activities demanding plenty of space, room to run *really fast* without the necessity of negotiating awkward corners, and opportunities of using the playground or school walls for ball activities.

Bearing in mind the above points, it is obvious that running, games skills, and many types of jumps are best taken outside. This leaves mat activities, free balance movements, and activities which demand less room, for the indoor lessons. Unfortunately, on many days of the year, one is faced with the problem of a damp, slippery playground, an over-clad child and a cold unhappy teacher. Such conditions are obviously not conducive to good physical education, and lessons should not take place under such conditions. It is essential, therefore, to have a hall or even an empty classroom, either in the school, or near-by if possible, so that there is no interruption in the physical education of the child. Good ventilation is of paramount importance and the teacher should make that one of her first considerations. She should see that the windows are open but also that the temperature is such that the children feel comfortable. Every hall should have a thermometer. It is impossible for a child either to enjoy a lesson, or to put forth his maximum amount of energy, unless he is supplied with plenty of fresh air, but at the same time he must work under conditions conducive to the maintenance of the suppleness and the flexibility of his muscles.

THE TEACHER AND SOME TEACHING POINTS

It is a truism, but nevertheless one worth repeating, that success in any type of teaching depends upon the attitude of the teacher towards her subject and her ability to present her material with skill and enthusiasm. Genuine interest on the part of the teacher is soon communicated to the child. Nothing is so infectious as enthusiasm, and the keen teacher soon creates a keen class. The understanding of a child's intense joy, need and capacity for exercise should run through all physical education. It is a challenge to the teacher, therefore, to satisfy this natural longing for movement in the young, developing human beings entrusted to her care. So often the potentialities in the growing child and its need for movement are not fully realized, the teacher failing to cater adequately for the child's energy, skill and courage.

Children enjoy *working hard*, running fast until out of breath,

jumping as high or as far as they can, climbing, swinging, scrambling over obstacles, for all such activities are natural to healthy children, and are Nature's ways of making their young bodies strong and hardy.

To meet this demand the teacher should prepare her scheme of work with the greatest care and thought. She should keep records, bearing in mind that repetition of known activities is very satisfying to the child and affords good training. At the same time she should provide her class with "fresh fields to explore and new realms to conquer." There must be nothing casual or haphazard about her scheme; and the intelligent teacher should be clear in her own mind about the "why and wherefore" of everything which she introduces to the child. Without a record of work the teacher is like a man who sets out on a journey not knowing where he is going; he wanders hither and thither, but arrives nowhere.

The success or otherwise of her teaching can only be judged by results. In order to get results of the very highest order in their schools, *Head Teachers should see that time and opportunity are provided for the children in their care to have vigorous daily exercise of one kind or another.* It is here, in this vital period of rapid growth and development, that the seeds of a strong physique are sown.

SOME TEACHING POINTS

- (1) In order to be an efficient teacher of the free presentation which characterizes the physical exercise lesson of today *the teacher should have full control of her class: this is essential.* A teacher should not accept as a recognized sign of freedom, noise, fuss and continual chatter. A child who is working hard and is interested in, and is enjoying what he is doing, has no time to be a disturbing element.
- (2) *The teacher should select material carefully and with thought,* using her initiative and imagination. The knowledge of the teacher is evident in her ability to analyse and coach the fundamental points of the work which she is introducing to the class.
- (3) *The teacher should adopt a clear, natural speaking voice,* and she should take care to use words which children understand. She should *coach* movements rather than *teach* them, by giving suggestions, criticisms and encouragement as the child works freely on his own, or under the teacher's direct guidance.
- (4) *The teacher should take care not to talk too much, speak in a loud penetrating voice, or blow a whistle* when working inside, for a noisy teacher soon creates a noisy class. When the children go into action it is quite unnecessary for the teacher to conduct

a non-stop running commentary on their work. The best teachers in this free method are those who talk little but watch their class closely all the time knowing exactly what every child is doing and how it is being done. When time is wasted in unnecessary talking, the children get cold, lose interest and cannot get adequate exercise in the period allowed.

- (5) *A mistake which inexperienced teachers often make is to talk against a noise.* Children do not listen because they cannot hear. The teacher should stop the class, say briefly what has to be said, while the children stand and listen, quietly and carefully.
- (6) A flexible, friendly and wise discipline is essential in the free method of teaching, but by keeping children fully occupied and interested a self-discipline will develop as they realize what standard of work is required of them. This will be of much greater value than a rigid discipline imposed on them by the teacher. A rigid discipline disappears when the teacher is not there, but self-discipline remains always.
- (7) *The actual teaching of a movement or skill is done, as a rule, through the child's careful and intelligent observation of an activity which is carried out by some selected member of the class.* It is not enough to ask children *just to look*, but they must be trained to look with their *minds as well as their eyes*, and to remember the fundamental points of a movement. To begin with, the children gather round the child who is going to show the movement, and make it their own responsibility to sit or stand in a position where they can see clearly. The teacher explains carefully and emphasizes the chief features of the movement or skill, then by question and answer the children gain a further knowledge about the activity. The class then disperse quickly, and, finding a free space, each child begins to practise without any loss of time. The teacher watches the working class, coaching from time to time in a quiet conversational voice. If she sees a child performing with exceptional ability, she may gather the class round to watch the activity once again. The teacher should find out from the watchers why this child's movement or skill was particularly good. In this manner children will soon learn to appreciate quality of movement, skill and agility in execution, thus becoming more able to criticize their own efforts and take pride in their own progress.
- (8) The teacher herself should know what "quality of movement" means and should be able to recognize it at once in any action. Well-balanced and correct movement is smooth, quiet, controlled and free from tension. One has only to watch the relaxed unforced rhythm of a good swimmer, the effortless grace of a

beautiful dancer, or the co-ordinated movements of a first-class games player to recognize this self-same quality flowing through all their actions. One might describe this quality as *movement without obvious effort or force, but one by which a maximum result is obtained.*

The teacher should make every effort to give children a feeling for, and an understanding of good movement, by means of training, observation of others in action, discussion, but above all, through the child's own experience. *For the child himself to know what full stretching, bending, twisting, pushing and relaxing really feel like with every part of his own body is of paramount importance if he himself is to move well.*

- (9) Opportunities should be given to children for discovering and developing variations of a known activity, thereby stimulating the inventive faculty latent within every child. For example, (a) *Given a piece of apparatus, perhaps two wooden bricks or a hoop, the child will set out to discover for himself all the things which he can do with the apparatus (Figs. 22, 23, 24, 25, 26, 27 and 28).*



Fig. 22

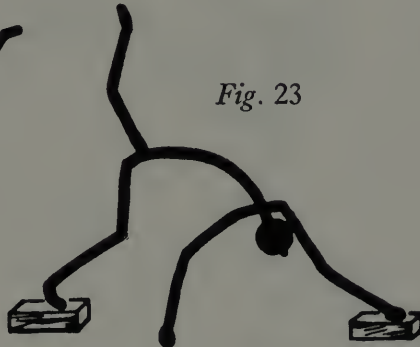


Fig. 23

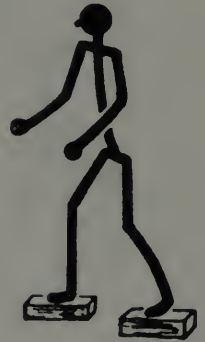


Fig. 24



Fig. 25



Fig. 26

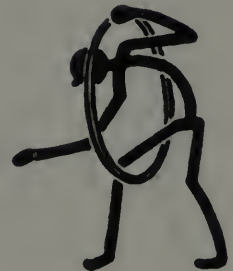


Fig. 27



Fig. 28

(b) Given a starting position such as back lying or prone kneeling, the child will think out for himself what movements he can make with any part of his body from these positions (Figs. 29, 30, 31, 32, 33, 34, 35 and 36).



Fig. 29



Fig. 30

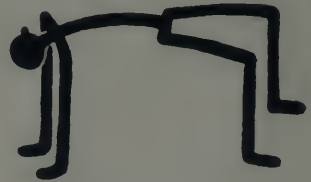


Fig. 31

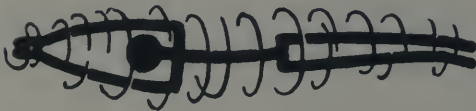


Fig. 32



Fig. 33



Fig. 34



Fig. 35



Fig. 36

(c) Given a movement or a games skill, for example (i) Walking on hands and feet, or (ii) Passing a ball to a partner, children will try and discover other variations of the same movement or skill. In (i) they may perhaps move forwards, backwards or sideways on the feet and the hands at varying speeds, or roll over and travel face upwards (Figs. 37, 38 and 39). In (ii) they may decide to throw the ball to a partner either quickly or slowly, high in the air, or roll it along the ground. They may kick or head the ball across to one another. In short, they will experiment to find out all the ways in which they can pass a ball to another child (Figs. 40, 41 and 42).



Fig. 37



Fig. 38



Fig. 39



Fig. 40



Fig. 41



Fig. 42

- (10) Basic actions, agilities and games skills should be thoroughly understood and coached intelligently, in order to build up a firm foundation and give real value to the work. For example,
- (a) *Walking and running* should have particular attention paid to them, training being given in carriage, relaxation and lightness, together with correct foot and leg action (page 48).
 - (b) *Free jumping and skip jumps*. Effort should be made to get elevation, resilience, style and lightness (page 48).
 - (c) *Crouch jump or rabbit hop*. This agility is the foundation of many activities and vaults which the children will learn later on. The teaching of it to young children should be done thoroughly and with care (page 48, No. 4).
 - (d) *Forward and backward roll*. A child, provided that he has a flexible spine and understands how to relax, should be able to tackle any rolling activity with ease, but nevertheless, in the early stages, careful guidance is necessary (pages 50 and 51, Nos. 5 and 6).
 - (e) *Throwing and catching a ball, hitting and fielding a ball, kicking and dribbling a ball and other basic games skills*, should all be met with in the infant school. Incidental and very informal, yet sound coaching, should be given in all these skills.
- (11) A capable and efficient teacher never accepts casual, colourless work but demands the best which the children can give. *A definite standard of skill in performance should be set before the child in all that he does, and a quality of movement expected.* This will require hard work, but within reason, hard work is good for every child. Activity only is not enough. A child will soon realize that with persistent and careful practice he can gain the mastery over tasks that were once too difficult for him to do. In order to reach his goal the child must show tenacity of purpose, determination and grit. To be successful through one's own efforts gives a sense of satisfaction to adult and child alike.
- (12) To get flow into the lesson, thus keeping the children warm and active, it is possible to link one activity with another by giving several directions at one and the same time. For instance, if the children have finished some movement on the mats, the teacher may say to the class, "Clear away your mats, then get balls and begin using them in all the different ways that you can think of." She coaches the class as it works and possibly shows them some new skill. Her next remark may be, "Put away the balls and *Reds and Blues* get out forms and boxes, then jump off them, making some figure in the air with your arms and legs. *Greens*, you can use spatulas and four-inch balls.

Yellows, bring out the big mats and practise forward and backward rolls." By giving several directions in this manner the tempo of the lesson is accelerated, bringing additional interest and training the children in accurate and quick thinking.

- (13) *Constant opportunities to work with a partner should be given to top class infants.* Waste of time is avoided if children already know who their partner is. Partners can be selected at the beginning of the term, the same children always working together; partners should be of the same height and weight if possible.
- (14) *When using big apparatus a teacher should be quite sure that everything is steady, securely set up, and carefully spaced, before the children are allowed to get on it.* The setting up of big apparatus should be done by the class; they should be trained gradually and carefully to help with this work, and also to support apparatus when necessary.

When anything new or something demanding considerable skill is being tried out, the teacher should stand by the apparatus at first in order to help if necessary and to give confidence, especially to children who are timid and nervous but nevertheless want to see what they can do. Children who work with bare feet on the climbing apparatus become steadier and more agile as the foot becomes stronger and more able to grip firmly.

- (15) *Landing mats should always be used when jumping from a height,* otherwise children may damage and jar their feet. Full use should be made of individual mats (See page 46, note 12). The bringing out and the clearing away of apparatus is the responsibility of the whole class, not just a selected few. They should look about them and see where a helping hand is required and give such help immediately. In the event of help being needed to clear away a balance form or a mat, for instance, it is a useful idea for the group trying to move the apparatus to put up their hands. Any free child regards this as an S.O.S. signal and runs at once to give his help.

CARE OF THE FEET

The foundation of good posture and movement lies in possessing strong, supple feet and ankles. When the joints and muscles are weak the balance of the whole body is unsteady, and the child lacks confidence in himself because he is not sure-footed. The foot has not reached adult development until about eighteen years of age, so it is obvious that the growing child needs foot care throughout his school life. The weak-footed child, with his awkward, unsteady gait, is at a great disadvantage in all physical activities; it is in the feet of such badly-handicapped children that one finds many deformities developing with the growth of the child.

As Dr. Margaret Emslie says with such conviction, "The same deformities which in grown-up feet produce ugly distortions, sometimes hideous pain, weakness and inability to stand for any length of time, can be seen in miniature in the feet of children in the nursery." She goes on to say, "Now these deformities are seldom found in children who have never worn shoes. There is a challenge here to those who make, sell and buy shoes for children."

It should be borne in mind that the child's feet have to carry him about the world from infancy to old age. Orthopædic surgeons report that an enormous amount of foot trouble starts in early childhood, for feet do not suddenly go wrong when maturity is reached. It is deplorable to realize that thousands of children develop some defect in their feet which in later life becomes a serious handicap; defects such as bunions, in-rolled ankles and foot strain.

CONSTRUCTION OF THE FOOT

The foot is composed of a number of bones of varying sizes and shapes, all bound together to form two arches, the longitudinal arch, running from the heel to the base of the big toe and the transverse arch, running underneath the foot, across the head of the metatarsal bones. *The use of the arches* is to act as a shock absorber, to give spring to the foot, to bear the weight of the body, and when moving to distribute the weight to all parts of the feet. It is, therefore, of the utmost importance that the muscles which support these arches are kept as strong as possible, for on them depends the natural spring and ease of movement.

The toes serve to maintain the balance of the body and it is to the joints of the toes that we are indebted for the speed and agility of our movements. Each toe should have free spacing and complete

mobility, for without this their function of pushing the body forwards when walking, or off the ground when jumping, is curtailed. *In a foot distorted by badly-fitting shoes, or tight socks, the great toe is forced towards the other toes, which, not being able to lie side by side, overlap one another and lose their individual action (Fig. A).*



Fig. A

FOOT EXERCISES

Mobilizing and strengthening exercises for the feet and the ankles should be done by all children from the day that they enter the school, or even before, if this is possible. These corrective and strengthening exercises should be taken in every lesson. If the weather is too cold for work in the playground the teacher should give foot exercises in the classroom on individual mats. To be of real value exercises, where possible, should *always be done with bare feet* so that the children can move their feet without hindrance or handicap. Should the school, or home, be fortunate enough to possess a grass bank or some uneven grassland, excellent and natural activity can be provided by letting the children scramble up and down the grass with bare feet, thus developing the intrinsic muscles of the feet, and strengthening ankles, arches and toes.

Muscles which support the arches, and increase the gripping power of the feet and the toes, should be given hard work. Activities where the child picks up objects with his toes (bean-bags, pencils, ropes, etc.), strengthen the whole foot. Walking barefoot along supported broom handles (*Fig. 160*), hoops (*Fig. 150*), balance bars, etc., working with bare feet on big climbing apparatus, all increase the gripping power of the feet. Sitting on the floor with straight legs then

pushing the feet hard downwards, trying to touch the ground with the toes, then drawing the feet strongly upwards again beyond a right-angle, bring into action all the foot muscles (*Figs. 85 and 86*).

SPECIAL ATTENTION SHOULD BE GIVEN TO THE ANKLE JOINTS

These joints should be kept supple and flexible by bending, stretching and circling the feet, as far as they will go, in every direction (*Fig. 143*). Training in correct walking should be given, emphasis being laid on placing the foot on the ground heel first, and the toes used to push the body onwards, as each step is taken. The foot should always be placed straight down on the ground *with the toes pointing forward*, whether in standing, walking or running, thus keeping the knee cap over the foot. The straight foot allows of better control over the limbs, an easier stride, and enables the toes to do their fair share of the work (*Figs. B1 and B2*). So often the feet are turned out at an angle, causing the whole foot to roll inwards, with the body weight falling heavily on the arch of the foot (*Figs. 43 and 44*). Dr. Doris Cragmille says that, "In-rolling occurs in about four per cent to six per cent of children, and its importance lies in the fact that it is the cause of chronic foot and ankle strain in adults and probably plays a large part in the development of bunions" (*Figs. C, D and E*). Exercises can help towards rectifying this deformity in the early stages (combined with correct "shoeing").



Fig. B1



Fig. B2



Fig. 43

Fig. 44

Fig. C



Fig. D



Fig. E

Examples of such exercises are:—

- (1) Foot circling and mobilization (page 76).
- (2) Penguin walk (Fig. 74).
- (3) Sitting gripping a ball between the feet, then pushing the feet forward (Figs. 181 and 182).
- (4) Standing with the feet pointing forwards, a few inches apart, lifting up the arches without moving the toes (Fig. F).

The toes should never be neglected. They should grow as straight and as flat as the fingers (Fig. G), but they should also be able to grip with the tenacity of a hand.

The following movements strengthen the toes:—

- (1) Sitting with knees bent and the feet on the floor. Clench toes tightly, then shoot them forwards, spreading them out straight

like a fan on the floor (*Fig. H*), then try to put the fingers in between the spaces. Pull each toe forward as far as it will go, getting it as straight as possible.

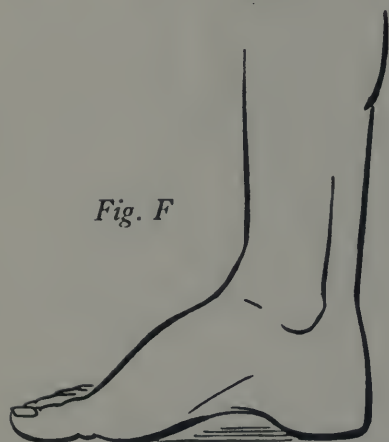


Fig. F



Fig. G



Fig. H

- (2) Walking barefoot with the toes lifted off the ground.
- (3) Using the toes to draw up a sheet of paper into a ball (*Fig. 155*).
- (4) Lifting the big toe off the ground whilst keeping all the other toes flat on the floor.

It cannot be stressed too often or too emphatically that *the child must work hard*, so that in time the well-trained foot will become capable of performing almost the same movements as the hand.

SHOES

Co-operation with parents is essential if lasting good is to be done. Advice about the correct kind of shoes to buy for her child should be

given to the parent by the doctor, nurse or head teacher, so that the mother will become foot-conscious, and intelligently interested in getting only the right type of shoes. She should always buy shoes with a straight inner border. They should be both long enough and wide enough to ensure that the big toe is not compressed either laterally or lengthways. There should be about a three-quarter inch clearance in front of the longest toe in a new shoe, and the foot should be measured when the child is standing up. The shoe should fit snugly round the heel and at the instep, making the foot firm and preventing it from sliding forward. The sole should be pliable, adapting itself to the child's movements and should not act like a splint.

SOCKS

The damaging effect of wearing tight, short socks should be pointed out to the mother, for such socks act as a bandage round the toes and cause them to curl over and become deformed, and limit all natural movements in the joints. The child should be trained to pull the socks forwards beyond the toes every time that he puts them on, thus leaving his toes free.

FOOT HYGIENE

Feet should be washed every day to remove all dirt and perspiration, and care should be taken to dry them thoroughly, especially in between the toes. The nails should be kept short and cut straight across. It should be a matter of self-respect on the part of both the parent and the child that his feet are always clean.

PROPAGANDA

Here are some examples of what can be done to spread the knowledge of correct foot hygiene:—

- (1) Advice and help can be given to mothers at school medical inspections. The doctor should be able to tell the mother which type of shoe she should buy for her child.
- (2) Films dealing with the care of the feet can be shown to both teachers and parents.
- (3) If the school has a Parents' Association, a talk to parents by a doctor or a physiotherapist, in conjunction with a film, is most valuable.

Examples of foot and ankle exercises are described in conjunction with the opening activities on pages 62 and 68.

APPARATUS SUITABLE FOR INFANT AND JUNIOR SCHOOLS

An adequate supply of all kinds of apparatus is essential for the conduct of a beneficial and satisfactory lesson. Without a sufficient supply of apparatus the lesson loses interest, time is wasted, and the organization breaks down. Again, if the apparatus is in short supply, fun and enjoyment are not on such a high level and opportunities to satisfy the creative desire of the child are limited. Most of the apparatus should of course be supplied by the Local Education Authorities, but many things can be improvised or collected by the school. Some of the large apparatus, specially constructed for young children, should be provided and erected permanently in the playground. The following firms supply such apparatus, but many Authorities have their own apparatus constructed by local firms to their own specifications.

- (1) Essex Agility Apparatus constructed by Spencer, Heath and George, Enfield, Middlesex.
- (2) Oblique Rope Ladder with Climbing Pole and Rope, by Niels Larsen, East Street, Leeds. Also Balance Forms.
- (3) Grofton Agility Equipment by Grofton Engineering Dept., Linton, Cambridge.
- (4) Sherwood Junior Apparatus and Wyndsor Junior Agility Apparatus by Hunt & Sons, 93, Windsor Street, Toxteth, Liverpool.
- (5) Shropshire Playground Apparatus by Salopia Engineers, Nr. Whitchurch, Shropshire.
- (6) Parallel Ropes, Climbing Nets, Stands and Ladders by Trautman & Lowther Ltd., 20-21, Broad Quay, Bristol.
- (7) Gre-Co. Physical Training Equipment by J. & T. Grieg, Viaduct Works, Heaton Lane, Stockport.
- (8) Giraffe Climbing Frame by Meridian Works, Royston, Herts.
- (9) Croxdale Physical Education Equipment by New Equipment Ltd., Croxdale, Co. Durham.
- (10) Climbing Apparatus by Tubular Metal Co. Ltd., Planet Works, Houghley Lane, Leeds 13.
- (11) Tubular Steel Physical Training Equipment by P. V. Whittle, Monton, Eccles, Manchester.
- (12) Superla P.T. Apparatus
410, Brightside Lane, Sheffield 9.

Improvised apparatus can help with the decentralizing of activities, thus providing work of equal interest for all children.

For example:—

Ammunition boxes.

Strong wooden ladder or planks (about 10 feet long).

Strong dinner benches.

Small infant tables.

Old strong desks.

Low painters' trestles to use with ladder, plank or pole.

Strong chairs.

Motor tyres.

Suitable trees to climb, from the branches of which short ropes can be fixed for climbing up or along, within an easy drop to the ground.

SMALL APPARATUS REQUIRED FOR INFANT CLASSES

Small rubber or used tennis balls	one per child.
Bean-bags	" "
Skipping ropes	" " (See note 1).
Wooden blocks ($12 \times 3 \times 2$)	" " (See note 2).
Small wooden blocks ($3 \times 2 \times 2$)	" "
Strong ash walking sticks	one between two.
Wooden hoops—various sizes	one per child (See note 3).
Spatulas	" " (See note 4).
Four-inch rubber balls	at least enough balls for a third of the class.
Six-inch rubber balls	sufficient for every child in a team.
Footballs (size 3)	as many as possible.
Long ropes (14 feet)	several.
Big wooden hoops (36 inch diam.)	sufficient for one team.
Wooden padder bats	one between two (See note 5).
Small cricket bats and rounders bats	several.
Skittles	several (See note 6).
Tenna quoit rings	"
Bamboo canes (10 feet to 12 feet long)	"
Bamboo garden canes (3 feet long)	one between two
Vaulting poles (ash)	sufficient for one team (See note 7).
Fibre landing mats ($3 \text{ feet} \times 4 \text{ feet}$)	several.
Big fibre landing mats	two or three.
Team bands (four to six different colours).	
Block chalk.	
Four tins for small pieces of chalk (See note 8)	

Wooden boxes or biscuit tins and grape barrels in which to keep apparatus (See note 9).

Several long white lines painted on the ground (See note 10).

Tins and bricks of all sizes (See note 11).

Individual rubber mats

(36 in. $\times$ 18 in.)

one per child (See note 12)

Plimsolls

one pair for every child

(See note 13).

NOTES ON APPARATUS

- (1) These should be long enough to touch leg between knee and ankle when arms are held out sideways.
- (2) Have blocks painted in bright colours. They can be made by any carpenter and are a most useful piece of apparatus.
- (3) Have hoops painted in bright colours.
- (4) A spoon-shaped, stout stick about $1\frac{1}{2}$ feet long made of beech wood. This is a useful piece of apparatus and very popular with young children.
- (5) Big, light, strong, oval-shaped bats, specially made for the use of young children by Northern Display Services, Leeds.
- (6) These can be used either as skittles or as adjustable jumping stands for young children. Supplied by the Stephenson Arcade, Chesterfield.
- (7) These can be obtained from most scout shops. They are in three sizes, the longest being six feet.
- (8) Chalk can be used by the children for marking their own jumps, scores, starting lines, etc.
- (9) Have apparatus boxes and tins painted in bright colours. Orange boxes and green grape barrels are useful.
- (10) The long lines should be a permanent marking in hall or playground. A useful length is 20 to 30 feet long, width $2\frac{1}{2}$ inches. They can be used for easy balance activities, jumps of various kinds, as a starting point, etc.
- (11) Tins can be used for building up jumps of various heights, also as targets.
- (12) To make one thick mat place one small mat on top of another, or to make one big mat place several of them side by side. The rubber mats can be obtained from Gymnastic Engineering Co., Glasgow.
- (13) Plimsolls can be laced with elastic so that a young child can pull them on with ease.

NOTE.—All the above apparatus can be obtained from E. J. Arnold & Son Ltd., Leeds.

PART TWO

DESCRIPTION OF SOME ACTIVITIES AND GAMES SKILLS

The following activities and skills will be referred to throughout the lessons. They are here explained in detail with their particular points fully described.

(1) WALKING

Since walking is the most natural of all movements, children should be encouraged to walk well.

Points: (i) Swing well-stretched leg forward from the hip. (ii) Put heel down first, with foot pointing forwards (*Fig. 43*), *not* turned out at an angle (*Fig. 44*). (iii) Use toes to push body forward in order to get free purposeful stride. (iv) Head balanced on well-stretched neck, natural carriage of body without any tension in shoulders and chest. (v) Easy forward and backward swing of arms.

(2) RUNNING

(*Fig. 45*). This also is a basic activity, so children should be shown how to run correctly.

Points: (i) Run on toes with ball of foot touching ground first, thus securing lightness and economy of movement. (ii) To get elasticity into the running, all the leg joints should yield at every step. (iii) Encourage long flowing stride. (iv) Introduce variations in speed, direction and type of running.

(3) JUMPING

Give many opportunities of jumping freely, over obstacles or from various heights finishing with a *free landing*, i.e. where the jumper continues to run forward, or with a *controlled landing*, i.e. where hips, knees and ankles yield deeply immediately the feet touch the ground, then recoil at once, like a released spring as the child regains the upright position once more.

Points: (i) The preliminary run should be long enough for the child to gather sufficient speed for him to attack the jump without fear or hesitation. (ii) The "take-off" should be determined and strong in order to gain height, direction and a feeling of flight through the air. (iii) Soft, relaxed landing is essential so that feet are neither strained or damaged.

(4) CROUCH JUMP

(*Fig. 46*). This jump is the foundation of many jumps and vaults



Fig. 45



Fig. 46

which the child will learn later in the Junior School. *It should be taught thoroughly and with care*, the child himself knowing and understanding the chief points of the activity.

Points: (i) Whole of hand firmly on floor with fingers outspread and body weight well over them. (ii) Arms vertical running straight down from shoulders to hands. (iii) Knees together, feet close to one another and placed on floor immediately under hips. (iv) The head should be raised throughout so that eyes look directly forward. (v) When doing the jump, the *toes* should push hips high in the air trying to get them balanced over the hands. (vi) *The push off from the ground should be done with both feet, which are kept closely together throughout*, then lowered again quietly between every jump.

Progressions: (a) Raise hands to shoulders before swinging them down, without pause to the floor. (b) Crouch jump with a quarter turn, to end facing in another direction. (c) Crouch jump over a mat, rope, form, or in and out or through hoops. (d) Crouch jump raising hips to touch partner's hands (Fig. 47). (e) In threes crouch jump stretching legs up into hand-standing position (Fig. 48).



Fig. 47



Fig. 48

(5) FORWARD ROLL

(Fig. 49). In order to feel at ease with all types of rolling agilities, the *spine should be supple, and relaxation understood*. Some indication of a supple spine is seen when a child can touch the back of the head with the toes when lying face downwards, or, when sitting with knees bent or legs crossed, to be able to touch the floor in front with the head, or to roll backwards and touch the floor behind the head with his toes or knees, while lifting the hips high in the air.

Points in forward roll: (i) Hands flat on floor with fingers outspread and weight well over them. (ii) Feet close to hands with knees slightly bent, but hips raised above shoulder level. (iii) Body curled over *as far as it will go with head well tucked in*. (iv) Relax elbows and roll over softly on the mat "like a snowball." (v) The back of the shoulders should be the first part of the body to touch the floor, *never the head*. (vi) Throughout, the head and knees should be kept close together. The toes should push the body over, but the feet do not leave the ground until the last second, so that "a bump" is not heard as the roll is completed. (vii) An easy method of helping children with forward roll is for them to stand on a mat, curl over as far as possible, keeping feet apart, then push a bean-bag with *both hands* through their legs as far as it will go. The knees will bend automatically as they continue their efforts to push the bean-bag further and finally they will roll right over on to the mat. They can also push their hands through their legs and, grasping the ankles and keeping head well tucked in, relax on to the mat like a soft ball (Fig. 50).

Progression: (i) Roll over and stand up quickly, touching the mat *once* only with hands. (ii) Standing. Quick bend to put hands on mat, followed by forward roll. (iii) Two forward rolls one after another. (iv) Combine other activities with a forward roll, e.g. a jump over a cane, or down from a height, followed by a forward roll; or on completion of the forward roll, go over without any pause into a backward roll.



Fig. 49



Fig. 50

(6) PROGRESSIVE STAGES OF BACKWARD ROLL

First Stage: (Fig. 51). Sit with knees bent and feet on floor. Tuck head well in between knees, then roll over on to back, touching floor just beyond head with toes, but keeping knees by ears. Swing up again to starting position. Develop this action into a continuous easy backward and forward movement. F.P.

Second Stage: (Fig. 52). Bend knees to the full, keeping them forward and together. Round back, tucking head well in, hands close to ears with palms facing forward (Fig. 52). Practise relaxing and rolling backwards from this position on to fibre mat or grass, returning immediately to the starting position. F.P.

Third Stage: (Fig. 53). The same as the second stage, only press hands on mat as the back touches it and push body right over, keeping knees close to chest throughout. F.P.



Fig. 51

Fig. 52

Fig. 53

(7) FOOTBALL ROLL

Sit back on heels, with right side close up to landing mat (or several individual mats placed side by side). Put head on knee. Relax over on to right shoulder and continue rolling over and over, like a ball, to end of mat. Repeat, but with left shoulder leading.

Points: (i) Head and knees must be kept *very* close together throughout the rolling. (ii) Children should know how to relax and use body weight. (iii) Hands must not touch ground throughout or be clasped round knees, as this hinders relaxation.

Progression: (a) Increase speed and neatness of action. (b) Start the roll from standing or knees full bend. (c) Combine with other activities, e.g. Standing broad jump followed by football rolling down a mat.

(8) PRONE KNEELING POSITION

Kneel on all fours (*Fig. 54*).

Points: (i) Arms vertical and directly under shoulders. (ii) Knees directly under hips and a few inches apart. (iii) Head and back in straight line, so that the child looks like a "table."

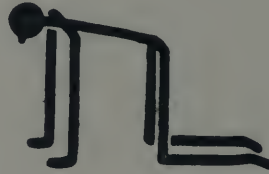


Fig. 54

(9) LILTING

Points: (i) Feet slightly apart with heels just off ground and knees slightly bent. (ii) Bounce loosely up and down, as though on springs, keeping whole body loose and relaxed, with arms swinging about, like "pieces of string." (iii) Movement takes place in hips, knees and ankles. This feeling of "give" and elasticity should be applied to running, dodging, skip jump, long jump etc.

(10) LILTING FROM ONE FOOT TO ANOTHER KEEPING THE TOES ON THE GROUND

Raise one heel while keeping the toes on the ground. Change feet, and as one foot is lowered the other heel is raised. This should be developed into an easy continuous "lilting" movement, from foot to foot, with hips, knees and ankles bending and stretching in a soft, relaxed action.

(11) SLIP OR GALLOP STEP SIDWAYS

Points: (i) Step sideways on one foot and draw the other foot to it with a spring. (ii) Move sideways on toes, getting a high spring with heels touching each other lightly at every step. (iii) Stretch leg well sideways each time.

(12) DUCK WALK

(*Fig. 55*). Bend knees, keeping one foot just in front of the other which is placed immediately under the hips.



Fig. 55

Points: (i) Walk with *small up and down bouncing, elastic steps* in any direction. (ii) Keep back straight and knees pointing forward.

(13) CROW HOP

Knees fully bent.

Points: (i) Heels together. (ii) Take little light hops in any direction off both feet, or off one and then the other. (iii) Keep back straight and head lifted.

(14) BEAR WALK

Walk about on hands and feet, keeping the whole hand and foot flat on ground. Knees should be straight.

(15) CRAB WALK OR RUN

Keep hands flat on ground. Move sideways stretching leg well out to side with each step. Vary pace of movement occasionally changing from a slow to a fast action.

(16) CATERPILLAR CRAWL

Walk hands along floor keeping them flat until the body is balanced in a straight line between feet and hands without any hollow back. Keeping hands still, walk the feet towards them.

Points: (i) Knees straight. (ii) Bring feet and hands as close together as possible. (iii) Continuous free movement, short spells only.

(17) SKIP JUMP

This basic jump can vary in height, direction and time, and can be done with, or without, a rebound.

Points: (i) Toes, in conjunction with all leg muscles, should push body into air. The jump becomes continuous, as though the body was a ball bouncing up and down. (ii) When in the air the knees should be straight and *toes pointing directly downwards without any bend at the ankle*. (iii) Whole body should be stretched from head to toes. (iv) The landing should be soft with a slight “give” in all the leg joints whenever the toes touch the ground.

(18) SKIPPING WITH A ROPE

Hold rope, with arms raised easily sideways, at about shoulder level (*Fig. 56*).

Points: The same as those in Skip Jump, and in addition the following: (i) Throw rope high over head. (ii) Start with well-poised body and correctly held rope. (iii) Ropes should be long enough, when the arms are held out sideways, to touch the leg between ankle and knee. (iv) Younger children will of course proceed at their own pace, learning to skip by repeated periods of free practice, both at school and home.

(19) ROLLING A BALL ALONG THE GROUND

(Fig. 57). *Points:* (i) Stand with left foot forward. (ii) Hold ball in fingers of right hand, or vice versa. (iii) Bend knee of back leg, *getting body close to the ground*, while carrying right arm back behind body. (iv) Swing right arm strongly forward releasing ball *when arm is straight out in front as far as it will go* and body weight over front foot. Children practise freely rolling ball at a wall, and later at some object, trying to make the ball return to them as it rebounds or, alternatively, to knock object down.



Fig. 56



Fig. 57

(20) UNDERARM THROWING AT TARGET ON WALL

Points: (i) Ball in fingers of right hand, left foot forward and left shoulder pointing at the target, or vice versa. (ii) Using the same action as in No. 19, throw at target, *letting the hand follow the flight of the ball*.

Progression: Using several bean-bags or balls, combine with a partner and practise underarm throwing across to him (Fig. 58). He catches the bags, dropping each one on the floor beside him. When all have been received he throws them back again. By using several bags or balls, one after another, the thrower gets "the feel" of the action more quickly.

(21) OVERARM THROWING

Points: (i) Hold ball with fingers and thumb in right hand. (ii) Put left foot forward and left shoulder pointing in the direction

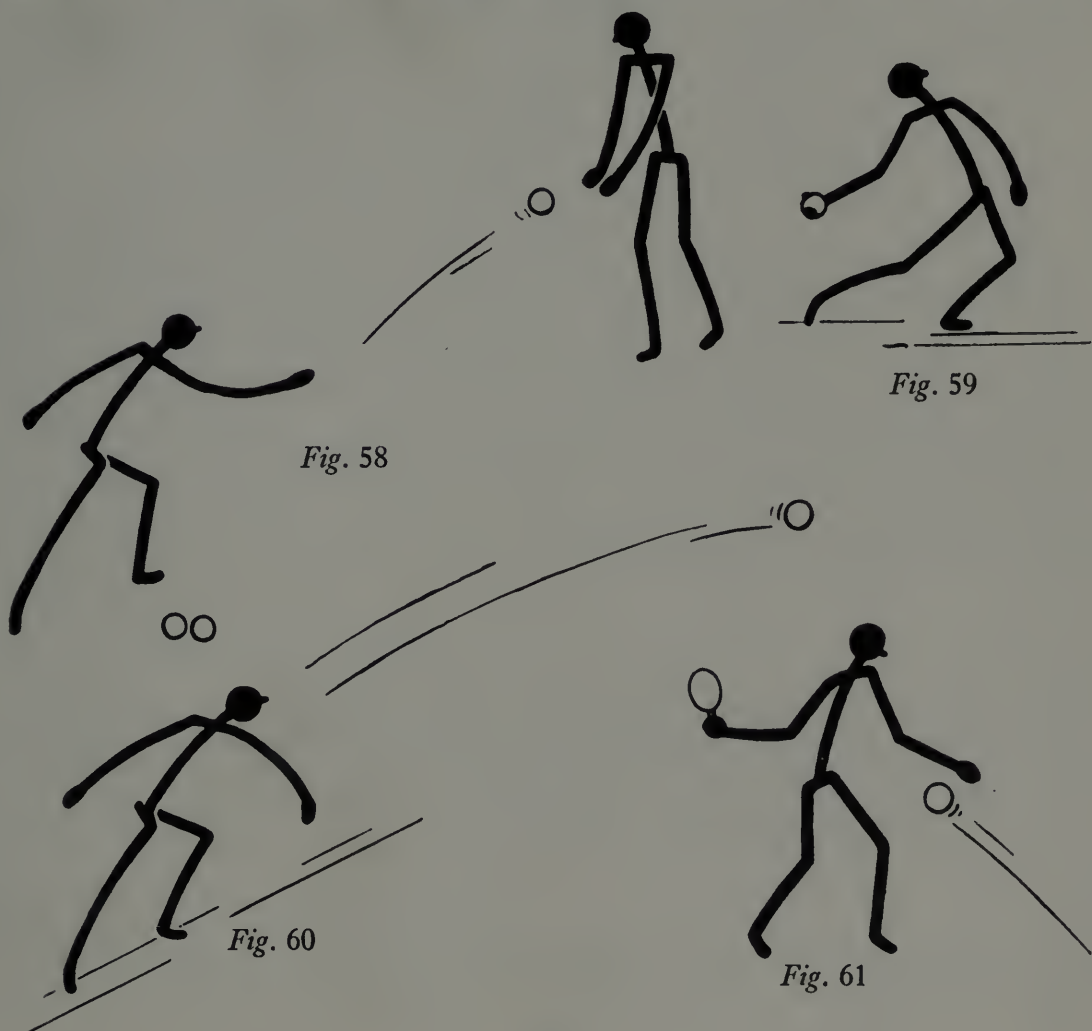
in which the ball is to be thrown. (iii) Carry right arm, with slightly-bent elbow, back behind body, transferring weight on to back foot (*Fig. 59*). (iv) With a jerk of the elbow, as though cracking a whip, throw the ball forward with force. The arm and body should follow the line of direction of the throw, with the weight swinging forwards on to the front foot, thus getting power and strength into the action (*Fig. 60*).

(22) HITTING A BALL

(*Fig. 61*). Bat ball in air with padder bat or hand.

Points: (i) Make small movements to begin with ; the object is to keep a continuous rally going. Very young children can let the ball bounce two or three times before hitting it up again. (ii) The arm should move freely without elbow being tucked in to the side.

Progression: (a) Hit ball higher. (b) Run about batting ball in air and down on ground. (c) Bat ball in air and take it after the bounce.



(23) *FIELDING A BALL*

Roll ball against a wall, or to a partner.

Points: (i) Move forward to meet the ball. Do not wait for it to come to you. (ii) Get into line with the approaching ball and stop it with both hands, dropping down to "knees full bend" a few seconds before the ball reaches the fielder. (iii) Keep the feet together and behind the hands when stopping a ball, thus forming two lines of defence (*Fig. 62*).

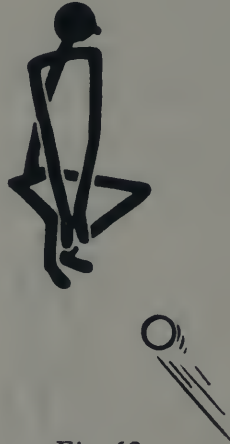


Fig. 62

SPECIMEN LESSONS FOR FIVE TO SIX YEAR OLD CHILDREN

Note.—Throughout the lessons and descriptions of activities, the following terms will be used:

- (a) F.P. This means free practice of some activity where the child works away on his own. The practice may be of the child's own choosing or it may be some activity suggested by the teacher.
- (b) Signal. This means some kind of definite direction given to the child by the teacher.

SPECIMEN LESSON I

PART ONE

(Teaching notes to which numbers refer are given at the end of each lesson).

OPENING ACTIVITIES AND LEG EXERCISES

(A) *DRIVING YOUR PONY* (See note 1)

(i) Hold a team band above the head and race all over the playground. (ii) At signal, get a partner, and using the bands as reins, drive him about, moving sometimes quickly and sometimes slowly, as directed by the teacher. At signal, children arrange the braids on the ground to form a "brook," and practise running jumps over it. (iii) Use the braid as a whip and pretend to whip a spinning-top very vigorously, making it bounce all over the floor (See note 2). When directed, spin round and round on the spot with braid and arm flying out to the side. Gradually decrease the pace of the spin and relax slowly on to the floor.

(B) *AN IMPATIENT PONY*

Paw the ground lightly and continuously with the tip of the toe (*Fig. 63*), changing to scraping floor lightly with the tip of the heel (*Fig. 64*). Change to walking with high knee raising, keeping the foot well stretched downwards, then trot softly about getting the same foot action (See note 3).

(C) *LITTLE BOUNCING BALLS*

Bounce about on the toes, sometimes jumping off both feet, or sometimes off one foot and then the other. Get a soft, relaxed "give"



Fig. 63

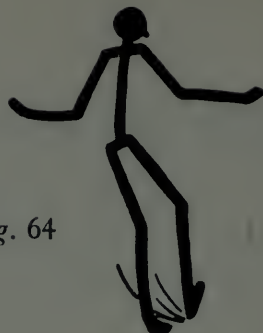


Fig. 64

in the knees and ankles while bouncing forwards, backwards, and round about etc. (See note 4). F.P.

OR

LONG JUMP

Practise taking long jumps off both feet, landing after each jump, with a full, soft yielding of the knees. F.P.

BIG TRUNK, ARM AND HIP MOVEMENTS

(A) A FOOTBALL, A TREE, AND A PAIR OF SCISSORS

For the “*football*” curl up tightly on the side with nose on the knees and hands clasped round the legs (Fig. 65). When directed change into a “*very tall tree*” (Fig. 66) stretching the whole body slowly *with strength* to the fullest possible height, while watching the fingertips all the time. On signal, change quickly into a “*big pair of scissors*” (Fig. 67). Lie on the back with the legs and the arms very wide apart (See note 5). Progression can be made by encouraging the children to find out for themselves all the movements a football, tree and scissors can make from the various positions.

(B) CATS

Mother cat (Fig. 68). Crawl on hands and feet stretching the body and limbs to the full while moving in any direction with a slow, smooth, deliberate action. Change suddenly to a *little kitten* who scampers and jumps about, with staccato movements, while pretending to play with a ball or a leaf (the children’s own ideas). *Puss-in-boots* (Fig. 69). Walk with a swagger taking big, high steps. Stick up the toes, swing arms and try to look very important.

(C) LIE ON THE BACK COMPLETELY RELAXED

Lie like a “*sleeping baby*” with eyes closed and the body relaxed. When directed, lie “*like a wooden soldier in a box*” making the body hard and rigid. Relax again (See note 6). Repeat this several times.

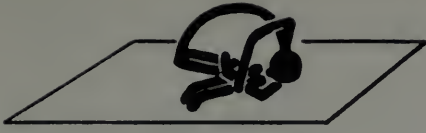


Fig. 65



Fig. 66

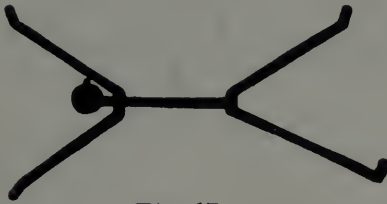


Fig. 67



Fig. 68



Fig. 69

PART TWO

CLASS ACTIVITIES (for all children)

JUMPING, AGILITIES AND BALANCE PRACTICES

(i) Free running jumps over all mats (Fig. 70). (ii) Children invent various ways of getting across mats without touching them, crossing over both lengthways and sideways (Figs. 71 and 72). Each child should work out his own ideas in his own way (See note 7). (iii) Sit down on a mat and get up again without using the hands at all. Hop on to a second mat, lie on the back and get up again, without using the hands. Run on all fours "like a monkey" to a third mat, lie flat on the face and get up again in the same manner as before.

Progression: Vary the speed of sitting or lying down and getting up again.

(iv) Run lightly and rapidly in and out of all the mats touching as many as possible with one hand before the signal to stop is given.

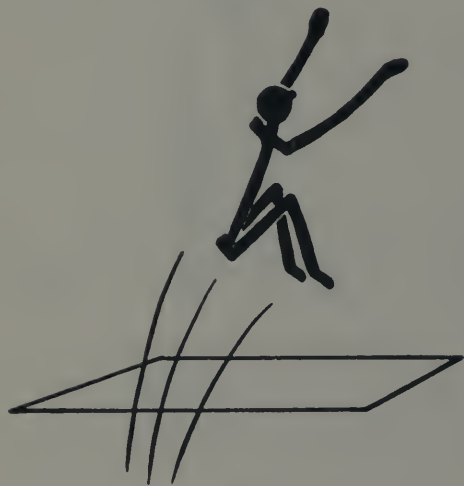


Fig. 70



Fig. 71



Fig. 72

GAMES SKILLS

Each child has a bean-bag or a stocking ball. (i) Free practice. (ii) Throw up and catch the bag or the ball. Keep on the move and try to increase the height of the throw (See note 8). (iii) *Overarm throwing practice*. Throw bag as far as possible. Repeat the throw, trying to make the bag go further each time. (See page 54, No. 21).

BALLS

(i) Free play. (ii) Dribble the ball about with the feet; put the ball down some distance from a wall and take a running kick at it trying to stop the ball with hands or feet as it rebounds again from the wall. (iii) Pat ball with either hand; progress to running whilst patting the ball. (iv) Put the ball on the ground beside the right foot. On signal, pick up the ball *very quickly* and hold it above the head. Put the ball down again and stand several yards away from it. On signal, race to pick the ball up with the right hand. Repeat all with the left hand.

ENDING

Practise easy natural walking, concentrating on carriage and absence of tension in the body. Change to walking stiffly like a "wooden soldier," then change back to walking with a relaxed, well-poised body (See note 9).

TEACHING NOTES

- (1) *A vigorous run should commence the activity* (so that the children get really warm), thereby accelerating the action of both heart and lungs, and introducing into the beginning of the lesson an atmosphere of enjoyment and fun.
- (2) Every part of the body should enter into an activity of this kind, making the whipping of the top as realistic and vigorous as possible.
- (3) Concentrate on working the foot to the full in both directions, thereby increasing its mobility. Let the children watch their feet as they move, thus making them more aware of the correct action.
- (4) When bouncing, the toes should only just clear the ground, the light feathering movement taking place in hips, knees and ankles.
- (5) Give the children time "to get the feel of" these positions. When developing the movements further, the teacher would expect to see the *Football* rolling from side to side or over and over at various speeds. *Trees* moving their trunks (bodies), branches (arms) and leaves (fingers) in every possible direction, *Scissors* cutting things, rapidly or slowly. It is very important that the child should know how to use his body *to the full* in many different ways and at many different speeds. The teacher must never be satisfied with narrow, limited actions but should work for big extensive movements.
- (6) Test the children for relaxation.
- (7) The teacher would expect to see children striding, hopping, crawling and jumping over mats while moving forwards, backwards or sideways.
- (8) Watch the ball, reach up to catch keeping the hands together. Introduce a few points of technique gradually when demonstrating an overarm throw.
- (9) Help the children to realize the difference between tense, hard movement and a soft, flowing action.

SPECIMEN LESSON II

PART ONE

OPENING ACTIVITIES AND LEG EXERCISES

(A) *PERFORMING ANIMALS* (See note 1)

(i) *A Dog* which scampers quickly all over the garden jumping high over "rose bushes" and taking long leaps over "flower-beds." F.P.

(ii) *A Horse* which trots about with very quick, small steps, or runs with slow, long, strong strides, pushing himself off the floor at every step. Change from one action to another several times.

(iii) *An Elephant* which walks heavily down the road, with trunk almost touching the ground.

(iv) *A Tiger* which creeps on all fours so lightly that one cannot hear him move.

(v) *A Donkey* which keeps his front feet on the ground then kicks his hind legs up in the air (*Fig. 73*).

(vi) *A Bird* which flies at various speeds round the playground with outstretched wings.

(B) *SHAKING HANDS AND FEET*

Stand with feet apart. Shake both hands very loosely as though there were "bells on the fingers"; continue shaking until hands feel loose and floppy, then shake one hand only. Move the shaking hand far out to the side, high over head, or close to the ground while moving it all round the body with the head turning to follow the travelling arm (See note 2). Repeat with other arm. F.P.

Shaking foot. Sit, gripping leg just above ankle joint. Shake foot until it feels relaxed and flops loosely from side to side; then shake it vigorously, trying to "shake off the shoe."

OR

Pin Toe Walk. Roll right over on to outer border of feet. Keeping toes well turned in, walk about with small steps on outer edge of foot (*Fig. 74*).

(C) *CHILDREN'S OWN JUMPS*

They can jump off both feet, or off one foot, moving in any direction, often making patterns in the air with arms or legs. They can draw one or both knees up in front, or lift legs behind. Crow Hops

(page 53, No. 13), Frog and Crouch Jumps (page 48, No. 4) can also be practised. F.P. (See note 3 and *Figs. 11, 12, 88 and 89*).



Fig. 73



Fig. 74

BIG TRUNK, ARM AND HIP MOVEMENTS

(A) WAKE UP! GO TO SLEEP!

Lie on face completely relaxed, with head resting on hands, eyes closed. When the teacher says "*Wake up, children,*" they place hands on floor underneath shoulders and push hard until elbows are straight, while arching backwards and "yawning". At the same time children bend legs backward trying to touch head with toes (*Fig. 75*). When the teacher says "*Go to sleep*" they relax suddenly and completely on to the floor again (See note 4). Repeat several times.

(B) SCRUBBING THE FLOOR

(*Fig. 76*). Prone kneeling (See page 52, No. 8). Hold a small wooden brick, or bean-bag, in one and sometimes both hands. Scrub the floor with bean-bag in every direction, both round the mat and far away from it. Twist and turn the body *to the utmost*, bending the elbow of the supporting arm in order to reach out as far as possible but keep both knees and supporting hand firmly on the floor (See note 5).



Fig. 75



Fig. 76

(C) POLISHING THE FLOOR

(Fig. 77). Stand on mat with one foot, the other foot resting on a bean-bag placed on the floor. Push bag about the floor in all directions as far as the leg can reach, then guide bag right round mat with foot. A child can steady himself by putting one hand on the floor while taking up various positions which will enable him to push the bag further out, and move it with greater ease (See note 6).

PART TWO—GENERAL ACTIVITIES

CLASS ACTIVITIES (for all children)

JUMPING PRACTICES IN GROUPS

(All jumps should be practised as Class Activities to begin with and then children can be divided into groups).

Group 1. Each child has two individual mats. He arranges them as he chooses, then does running long jumps over them (See note 7). (Figs. 78 and 79).



Fig. 77



Fig. 78



Fig. 79

Group 2. Jumping from a height. Jump off a box, form, supported dinner benches, platform, wall, etc., and land on one or two individual mats, with a full "give" of knees. F.P. (See note 8).

Group 3. Running High Jump. Each child has two wooden blocks, and several tins. He arranges them as he chooses, then does all kinds of jumps over them (See note 9).

Group 4. Jump off Balance Form. Walk quickly along form and jump off at end (See note 10).

BALANCE PRACTICES: TALL MEN AND SHORT MEN

In twos with one hoop between them.

- (1) Standing as in *Fig. 80* gallop about freely introducing own variations in time and direction.
- (2) *A* and *B* stand several yards apart. Bowl hoop from one to the other.
- (3) Hoop on floor. Stand on rim of hoop facing one another, with both hands joined. Change slowly to "knees full bend", keeping back very straight (*Fig. 81*); stretch slowly to full height, pushing hands high above head, while balancing on toes (*Fig. 82*). Repeat several times. Vary the speed of the bending and stretching, sometimes moving very slowly and sometimes quickly (See note 11).

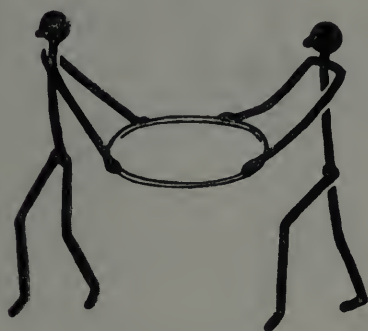


Fig. 80



Fig. 81



Fig. 82

GAMES SKILLS

Each child has a ball. (i) Free practice with ball. (ii) Roll ball swiftly across playground. Race to pick up and roll on again (See Rolling, page 54, No. 19). (iii) Bounce and catch ball. Increase the strength of bounce. (See who can make his ball go the highest.) (iv) Ball on ground ten or eleven yards from wall. On signal, race to pick up ball with one hand and throw it as hard as possible at wall (use overarm throw, page 54, No. 21). Try to field ball as it rebounds (See note 12). (v) Pat-bounce ball on the run.

ENDING

“YAWNING”

Feet apart; drop trunk loosely downwards, bending knees. The back should be well rounded, with arms dangling limply from shoulders (*Fig. 83*). Wriggle shoulders, neck and head until they feel loose and relaxed. Uncurl slowly, stretching arms out to the full, in any direction, while arching backwards and giving a loud yawn (*Fig. 84*). Drop back suddenly to starting position. Repeat several times trying to get a more complete stretch. The movement should flow through the whole body from feet to finger-tips (See note 13).

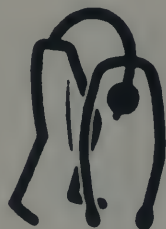


Fig. 83



Fig. 84

TEACHING NOTES

Introduce two or three animals in every lesson.

- (1) As there are “thorns” on the “rose-bushes” the *Dog* will have to draw his legs up very high. In (ii) and (iii) the accent should be on the contrasting type of movement. When being a *Donkey* the weight should be right over the hands, head raised, and feet should push off strongly from the ground when kicking.

- (2) Get very big, flowing, continuous movements, with the hip and knee joints bending and stretching in order to enlarge the actions.
- (3) The landing from all jumps should be light and elastic, but the main feature is to get as much movement as possible into the jump.
- (4) A big movement should be aimed at with the child getting a lift of the chest and an arch in the top part of the spine. This type of movement keeps the spine supple, mobilizes the chest and corrects round shoulders.
- (5) Discuss "scrubbing" with the children, leading them on to discover for themselves that they can scrub at various speeds; scrub lightly or with strength, also that "the brush" can move about the floor making various patterns. The teacher should encourage the child to make very big movements with arm and trunk and to work hard.
- (6) Move bag in as wide an area as possible, thus making the whole body take part in a big extensive action. It is easier if the child works with bare feet.
- (7) The mats can be placed end to end or at right angles to one another. Coach a fast run up, strong push off, and a continuation of the run forward after landing.
- (8) When feeling at home with the jump, encourage children to push off the apparatus and get up into the air while stretching the body out to the full. Land softly.
- (9) Each child builds up his jumps in his own way, but the teacher should help now and again with suggestions.
- (10) After several lessons children can run *slowly* along the form, but should not follow one another too quickly.
- (11) When pushing hands above head the body should be stretched out to the full, and eyes kept on hands. Take this balance on the floor first of all.
- (12) Take two or three games skills in every lesson. Only very simple points of technique should be introduced to children of this age, and should be got across quickly and informally. A young child should never be "drilled" in technique.
- (13) Work for contrast in movement, viz., strength and relaxation.

SPECIMEN LESSON III

PART ONE

OPENING ACTIVITIES AND LEG EXERCISES

(A) *RUNNING, SKIPPING AND WALKING*

(i) *Running*. Run slowly down playground. On signal, turn immediately and race back again at top speed. Repeat several times. Change between running with long, slow strides, and running with a short, quick step (See page 48, No. 2).

OR

(ii) *Skipping*. Skip out various shapes and patterns on the floor as directed by the teacher (a circle, a snake, a square, etc.). The children then skip out their own patterns, varying the speed of the skip (See note 1.)

(iii) *Walking* (See page 48, No. 1). Walk briskly with purpose, as though "going off to school." Change to walking slowly with heavy relaxed steps, the body hanging limply forward, like a "tired old man." Change back to normal walking (See note 2).

(B) *BENDING AND STRETCHING THE FEET AND PICTURE DRAWING WITH LEG*

Sit with straight legs. Bend and stretch the feet continuously trying to make the toes touch the ground (*Fig. 85*), and then to point straight up to the ceiling (*Fig. 86*, see note 3). *Moving the legs in all directions*. Lie on side, move the top leg pretending to draw *very large pictures* in the space around with the tip of the toe (*Fig. 87*). Roll over and repeat with the other leg (See note 4).



Fig. 85



Fig. 86

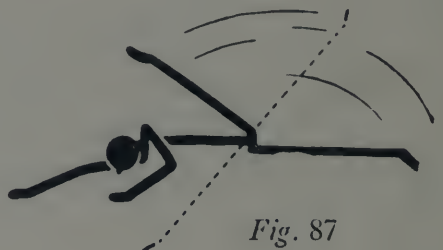


Fig. 87

(C) BIG FROGS AND LITTLE FROGS

Crouch with the finger-tips on the floor (*Fig. 88*), "*Big frogs*" take long, frog-like leaps through the air, reaching forwards with the hands and stretching the body out, to land each time with a soft, elastic "give" (*Fig. 89*). Children pause between each jump. "*Little frogs*" do quick high jumps, drawing the knees up close to the shoulders while turning about and twisting in all directions. F.P. (Get a very lively staccato jump with arms helping to lift and balance the body in the air.)

BIG TRUNK, ARM AND HIP MOVEMENTS

(A) DROPPING A BEAN-BAG OVERHEAD IN SEVERAL WAYS

(i) Hold the bag very lightly on the forehead. Bend well backwards, removing hand gradually until bag falls on to the floor behind (*Fig. 90*). Keeping feet still, recover the bag in own way. F.P.

(ii) Stand with one foot forwards holding the bag in one hand. Keeping the arm straight, lift the bag high over head, *watching it all the time*, while bending backwards to drop the bag far behind on the floor (See note 5). F.P.

(iii) Sit on floor gripping bag between the soles of the feet. Roll over on to the back, *lifting the hips high off the ground*. Place bag on floor behind the head. (Let the knees hang down by the ears.) Sit up, then roll over again and recover the bag with feet. F.P. (*Fig. 91*).



Fig. 88



Fig. 89

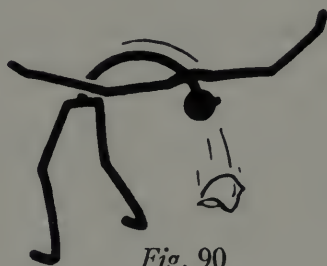


Fig. 90



Fig. 91

(B) *DRAWING A BIG CIRCLE ROUND THE MAT WITH THE BAG*

(Fig. 92). Sit with the legs straight and wide apart, holding the bag in one hand. Draw a big circle on the floor right round the mat with the bag reaching out as far as possible. In order to complete the circle behind, roll over on to the back, then swing up again and complete the circle in front. F.P. Let the children discover for themselves other starting positions of the body from which circles can be drawn (See note 6).

(C) *FATHER RABBIT AND BABY RABBIT*

(See Crouch Jump, page 46, No. 4). *Father Rabbit*. While moving forwards take big, slow jumps, lifting the hips as high in the air as possible and keeping the weight well over the hands. Swing the arms down from the shoulders to the ground as each jump is made. The *Baby Rabbit* gives quick, rapid jumps, scampering all over the place, as fast as he can, making circles, zigzag and wavy lines as he moves (See note 7).

PART TWO

CLASS ACTIVITIES (for all children)

BALANCE AND JUMPING PRACTICES USING A ROPE

Rope about ten feet long. Work in twos.

(i) Drive partner about at varying speeds (Fig. 93).

Place rope on floor in a straight line.

(ii) *A* and *B* stand at either end and on opposite sides of the rope, facing one another. They fix their braids behind so that they hang down like a tail. On signal, children chase one another right round the rope without touching it, trying to catch partner's tail. When the teacher calls "change" they turn immediately and run in the opposite direction.

(iii) Balance walk or crawl along the rope keeping both feet on it (Fig. 94).

(iv) Hop, or bounce off both feet, right round the rope, or do a progressive frog-jump, rabbit hop, or cat crawl from side to side over the rope (page 69 C, page 70 C, page 58 B).

(v) Bend the rope up like a wide hairpin. Running jump over the rope trying to clear it at every width (See note 8).

GROUP ACTIVITIES

AGILITY PRACTICES

Red Team. Work in twos.

A and *B* using three wooden blocks and one hoop, arranged as in Fig. 95.

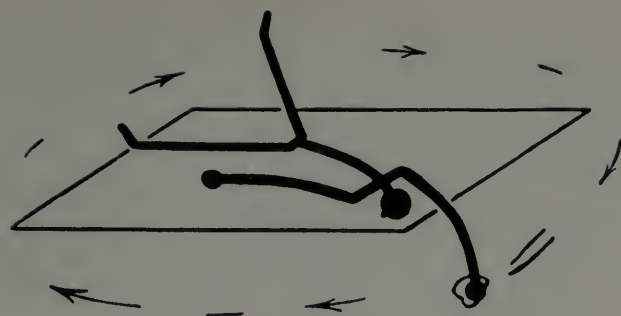


Fig. 92

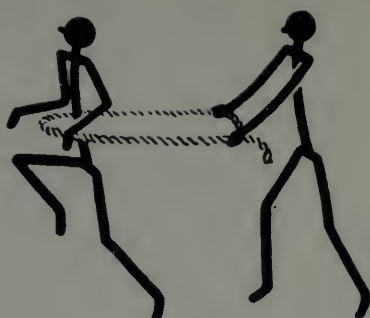


Fig. 93



Fig. 94



Fig. 95

(i) Get in and out of the hoop in as many different ways as possible, then wriggle right under the hoop without touching it.

(ii) Make a fairly wide gateway with the two blocks, then bowl the hoop from one to another through it.

(iii) *A* experiments with the hoop and *B* with the blocks, finding out all the things that they can do with them (See note 9).

AGILITY PRACTICES

Blue Team. Work in small groups.

Place seven or eight individual mats side by side on the floor making one long mat.

(i) Roll over and over along the mats from one end to the other. Variations can be made by rolling, clasping the hands round bent knees, or by lifting the arms and legs in the air at every turn, or by stretching the arms on the floor above the head with linked fingers. Children can change from one type of rolling to another in their own time, or they can experiment with the speed of the movement.

(ii) Practise "Monkey Run," Bear Walk or Crab Walk, moving backwards, forwards or sideways down the mats (page 53, Nos. 14 and 15).

(iii) Stand on the floor facing and close up to the side of the mats. Standing broad jump over the mat to land in Crouch position (See page 58, C2 and note 10).

GAMES SKILLS WITH BEAN-BAGS

Green Team. Work in small groups.

Each child has three bean-bags. He stands behind a line facing a big "pool" formed by coiling a long rope round in a circle; this pool is placed several yards beyond the children.

(i) Using a "drop throw" children try to get all their bags into the pool (See note 11). *Progression:* Drop throw into hoops or waste paper baskets placed on the floor or on chairs.

(ii) Throw and catch the bag increasing the height of the throw, or throw and catch the bag using one hand only.

(iii) Take up any position (sitting, kneeling, lying), and throw and catch the bag (Figs. 96 and 97).



Fig. 96

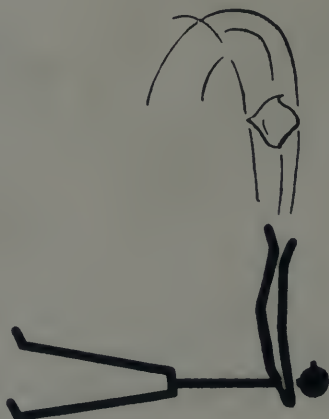


Fig. 97

GAMES SKILLS WITH BALLS, SPATULAS AND BATS

Yellow Team.

Each child has a hand ball and a padder bat, or a spatula and a four-inch ball. Free practice with apparatus.

WORK ON BIG CLIMBING APPARATUS

For all teams.

ENDING

"A RAG DOLL ON A PIECE OF ELASTIC"

Hang limply down with arms dangling loosely. Shake and wriggle the head, shoulders and arms until all feel soft and relaxed. Bounce about quietly getting plenty of "give" in the hips, knees and ankles

while the relaxed head and arms sway about loosely. As the "elastic" gets longer and longer the "doll" comes closer and closer to the ground. Finally the "elastic" snaps and the "doll" collapses on the floor completely relaxed. After a few seconds the "doll" walks about with an easy flowing stride and a well-poised body, without any tension in shoulders or chest (See note 12).

TEACHING NOTES

- (1) Coach light footwork when skipping. Discuss with the children the patterns that they can make, whether using straight, curving or zigzag lines.
- (2) Coach good posture and easy flowing movements (See Walking, page 48, No. 1).
- (3) Get a full extension and flexion of the ankle joints (See Care of Feet (pages 38–43).
- (4) All movements should be taken to the *fullest extreme possible*, thereby mobilizing the hip joint. A teacher should never be satisfied with a half-hearted effort from the child.
- (5) Encourage a good lift and arch in the top part of the spine. This type of movement should help to improve a child's posture by making the spine more flexible and stretching the chest.
- (6) A real effort should be made to move the body *in a very wide range* thus drawing the biggest possible circle. When children experiment on their own the teacher might expect to see them drawing circles on the floor from a standing or kneeling position, or from a front-lying position, with arms and legs all helping to push the bean-bag round.
- (7) In every lesson the teacher should try to get another point across to the children about this activity. Gradually their arms and shoulders will get stronger and their sense of balance improve. This movement lays the foundation for such agilities as Tiger Balance, Hand Standing, Cartwheels, etc.
- (8) Select one or two activities for the children to practise in every lesson. In number three, the teacher should at first suggest various jumps for the children to do, but later on they should choose for themselves. In number one, the rope can be coiled into a circle if there is not much room to work.
- (9) In numbers one and three, the teacher should help children of this age by suggesting activities that they can try out. By so doing the children will often develop other ideas of their own.

- (10) Have several sets of mats with the children working in small groups so that no one stands waiting for a turn. Take one or two agilities in every lesson. Train the children to arrange the mats quickly and with intelligence.
- (11) Show the children how to pitch a bag into the ring with the hand and body following the flight of the bag.
- (12) Watch the children carefully as they walk, and encourage ease of movement and correct use of legs and feet.

LISTS OF EXERCISES AND ACTIVITIES FOR FIVE TO SIX YEAR OLD CHILDREN

The following lists give many suggestions from which teachers can make up their own lessons.

OPENING ACTIVITIES AND LEG EXERCISES

Group One

(A) *MOTOR CARS AND TRAFFIC LIGHTS*

Hold a hoop flat with both hands, keeping it firmly pressed against the body like a steering-wheel. Run swerving and guiding cars in and out of "traffic," varying speed and direction. If the teacher calls out "green" all drive freely, if "yellow" drive very slowly, if "red" all run very rapidly on the spot ready to move forward immediately "green" is called out again.

Points: (i) Look for spaces and drive into them.

(ii) Pay immediate attention to "traffic lights."

When directed all practise bowling and spinning their hoops.

(B) *HOOP ON FLOOR*

Sit in middle of hoop with toes on floor outside rim. Run feet in a circle on floor outside rim, on tips of toes, then run feet in opposite direction on the heels while pivoting round on "tail." Grasp foot above ankle and shake until it is loose and floppy, then lift leg high and put foot behind head. Repeat all with other foot. The purpose of this exercise is to mobilise the ankles, make the foot strong and increase the flexibility of the hip.

(C) *GALLOP OR SLIP STEP ROUND HOOP ON FLOOR*



Fig. 98

(See page 52, No. 11). Slip step round own hoop. On signal, bounce or hop across to another hoop and repeat Slip Step (*Fig. 98*).

Points: (i) Get spring and lightness in the Slip Step, stretching leg well out to side.

(ii) When "bouncing," the legs should be together with the feet pointing down to the ground (See page 53, No. 17).

Group Two

(A) JACK AND JILL GO SHOPPING

Ride "horses" into town jumping over "fences and ditches" on the way. (Fast gallop, jumping freely in own time). On signal, dismount and walk *slowly* about the town, looking into the "shop windows." *Increase the pace* until children are moving very rapidly up one street and down another, turning sharply round corners or zigzagging in and out of other "shoppers." Change back to slow walking. On signal, remount "horses" and gallop home.

Points: (i) Try to inculcate a feeling of space, variation of speed and pattern when walking about "the town."

(ii) Children direct their own changes, add their own ideas and make movements as realistic as possible.

(B) PADDLING IN A POOL

Dip tip of toe into "a pool of water" then raise knee up and watch "water" running off the big toe (*Fig. 99*). Repeat several times with either foot, then paddle about the pool, getting the same foot action. From time to time stop and shake water gently off foot (*Fig. 100*), then kick water vigorously all over the place, forwards, backwards, up in the air etc., getting a strong thrust from hip.

Purpose: To strengthen the foot, build up arches and mobilize the hip joint.

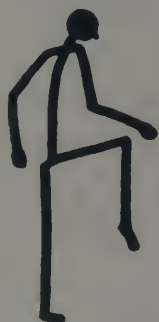


Fig. 99



Fig. 100

(C) BIRDS IN A GARDEN

"A Baby Sparrow"

Heels off the ground, knees slightly bent and body relaxed. Bounce about with small elastic jumps, flapping "wings" loosely. Whenever

the teacher calls out "drop," the children relax suddenly to knees full bend, but spring up again immediately to continue bouncing as before. When directed they change to a "Blackbird," who gives several jumps off one foot and then off the other, moving lightly in any direction. On signal, they change into "Crows" (page 53, No. 13) and hop about in knees full bend. When the teacher calls out "shoo, shoo!" and claps her hands, the "birds" fly round the garden with lifted wings.

Points: (i) When "flying," there should be as much body movement as possible, the children bending smoothly from side to side, or spinning round and round on the spot, while raising and lowering the "wings" etc.

(ii) The children should progress to changing from one bird to another in their own time, each choosing which kind of bird he wants to be and often adding his own ideas. A teacher should encourage her class to watch the movements of birds and other animals, thus making their own interpretations more realistic.

Group Three

(A) *KEEP THE BASKET FULL*

Two boxes or hoops are placed well apart, a Green box containing balls and a Red box containing bean-bags. Two "throwers" stand beside each box facing the rest of the class, i.e. the "fielders." The throwers pick up balls or bean-bags one at a time and throw, or roll, them as far away as possible. (See *Throwing and Rolling*, page 54.) The fielders return the objects swiftly to the correct boxes.

Points: (i) The throwers try to get their boxes empty, the fielders try to keep them full.

(ii) Fielders should always try to catch the bags as they are thrown out.

(B) *STROKE THE RABBIT*

Children sit on a mat with shoes off. They keep one leg straight and with the *inside border* of the opposite foot stroke the straight leg firmly from toes to thigh. The stroking foot should be turned well in, and should stroke in the same manner as a hand.

Purpose: To make the foot more flexible and strengthen the arch.

(C) *JACK-IN-THE-BOX*

Crouch down with finger-tips lightly touching the ground and head curled over between hands (*Fig. 101*). The children all chant very softly "Jack-in-the-Box jumps up like this!" They all shout out "this" as loudly as they can, while leaping high in the air flinging

arms and legs out in all directions, before landing back softly in the box again (*Fig. 102*).

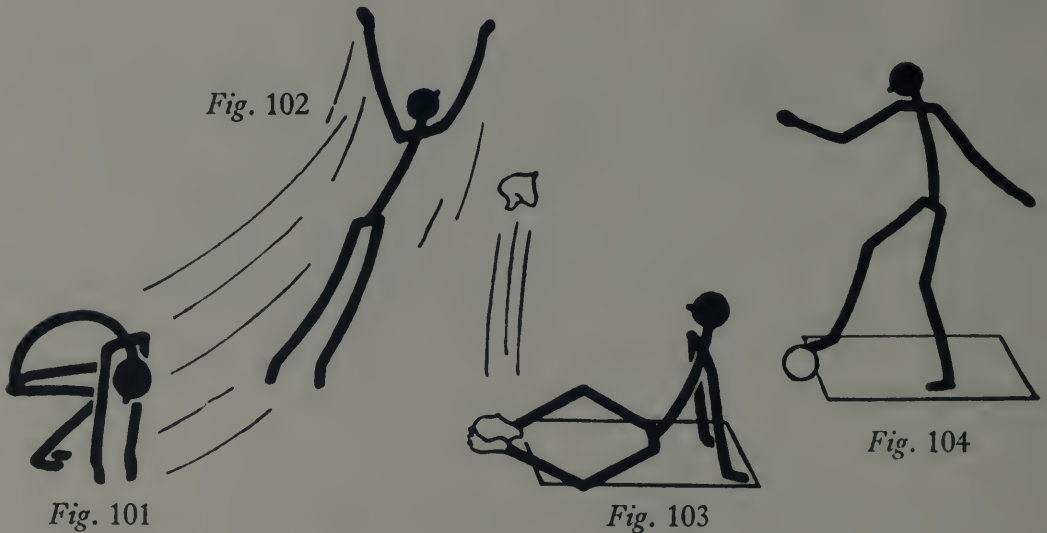
Points: (i) The children should curl up into the smallest possible space.

(ii) Effort should be made to get a full stretch of the body and very big, wide movements with the limbs.

(iii) Landing should be very soft and relaxed.

NOTE

If the lesson is taken in a hall the children should do all corrective foot exercises in bare feet, standing on mats. This allows the foot to move freely and the muscles to work without being handicapped. The teacher should include play exercise for the feet in her lessons, such as picking up objects with the feet (*Fig. 103*), pushing objects round a mat with the sole of the foot (*Fig. 104*) and throwing bean-bags about with the toes. Every encouragement should be given to children for practising foot exercises of all kinds at home. (See "Care of Feet," pages 38-43).



BIG TRUNK, ARM AND HIP MOVEMENTS

Group One

(A) UPSETTING THE BOAT, THEN SWIMMING TO LAND

(*Fig. 105*). Front lying with hands flat on floor or front lying holding feet behind. Rock up and down continuously, then without pause roll from side to side. Roll gently to begin with, but increase the size of the action until the "boat" turns right over and "sinks to

the bottom of the sea.” (Lie on back completely relaxed with eyes closed.) The children now swim to land. They turn over on to their face or back and pretend to swim, using arms and legs vigorously, whilst “blowing the water away in front of them” at every stroke (*Fig. 106*).

(B) CUTTING THE GRASS

(*Fig. 107*). Stand with feet well apart holding a hoop in one hand, with the rim resting on the floor far out in front. Using a “scything” action swing the hoop rhythmically along the floor from side to side with a big, continuous, flowing movement. F.P.

Points: (i) Keep feet *firmly* on the floor, but let both hips and knees bend easily while twisting the head and trunk in an effort to *swing the hoop as far behind the body as possible*.

(ii) Each child should develop his own rhythm while making a “scything” sound through his teeth.

(C) PUTTING FEET THROUGH HOOP

(*Fig. 108*). Lie on the back holding a hoop vertically over the chest. Swing legs up through hoop to touch the floor beyond head. (By raising the hips high off the ground the movement is made much easier to carry out). F.P.



Fig. 105



Fig. 106



Fig. 107



Fig. 108

OR

CRAWLING THROUGH A HOOP

(*Fig. 27*). Hold a hoop upright on the floor with one hand. Crawl through the hoop and round back to the starting-place without leaving go of the hoop.

Group Two

(A) *MERRY-GO-ROUNDS OR ROCKING HORSES*

(i) Front lying across the breadth of the mat with both hands and feet resting on the floor. Lifting the head and chest pivot round and round, first in one direction and then in the other with increasing speed, propelling the body with hands and feet (*Fig. 109*).

(ii) *Rocking Horses*. Front lying with the hands flat on the floor under the shoulders. Push off and rock up and down continuously (*Figs. 110 and 111*), using the hands to help the movement.

(B) *THE ANGRY BABY*

Lie on back with knees close to shoulders and fists clenched. Starting gently, kick and hit out in all directions while rolling the body from side to side. With a mounting temper the baby increases the force, strength and pace of his actions until his whole body becomes an expression of "turbulent rage." Gradually the movements get slower and slower until, exhausted, the "baby" falls asleep. The teacher should draw out from the children their own ideas of how an angry baby would act, and then allow them to interpret these ideas in their own way. This exercise should bring all parts of the body into strong action.

(C) *OLD DADDY LONG-LEGS AND YOUNG JOHNNY*

(i) *Old Daddy Long-Legs*: Slow deliberate walking on hands and feet, lifting them high off the floor at every step (*Fig. 112*).

(ii) *Young Johnny*: Brisk staccato movements, lifting the arms and feet quickly in the air, as though treading on "red-hot cinders." Change frequently from one movement to another. These exercises give children experience in contrasting types of movement.

Group Three

(A) *SAWING STICKS*

Place wooden block on the floor and stand as in *Fig. 113*, holding an imaginary saw in the right hand. If the teacher asks for "little thin sticks for lighting a fire" the child saws across the block with short light actions, working very rapidly. If asked for "big logs for building a house" the child brings the whole of his body into the movement, touching the ground with closed fist as far over the block as he can reach (*Fig. 114*). He pulls the "saw" back with a deliberate slow action after every strong downward thrust. The teacher should discuss with the class the way a man uses a saw and his body, when working. Children can make a "sawing sound" as they work. F.P.



Fig. 109

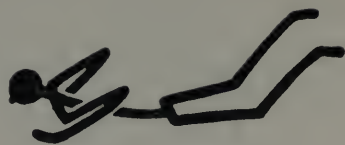


Fig. 111



Fig. 110



Fig. 112



Fig. 113



Fig. 114

(B) THE KICKING PONY

Children practise Crouch Jump freely, and, while the feet are high in the air they should give several little backward kicks, while balancing on their hands, before lowering the feet quietly to the ground again (Fig. 115).

(C) SNOWBALLS

Sit with legs crossed and hands grasping the feet. *Keeping the hips on the floor*, swing forward to touch the floor with the forehead (Fig. 116), then roll over on to the back, and, *lifting the hips high in the air*, touch the floor well over the head with the toes. Try to look through the "window" formed by the legs (Fig. 117). Swing back to put head on floor again in front of legs. Develop the rolling into a continuous forward and backward swing. This movement helps to maintain the suppleness of the spine besides laying a foundation for Forward, Backward and Football Rolls.



Fig. 115



Fig. 116



Fig. 117

The purpose of all the above movements is to provide the young child with means whereby his body can secure an all-round development. From a study of the activities it will be seen that some exercises have a strong influence upon the back, shoulders and arms, thereby improving the position of the chest. Some mobilize the hip joint, while others strengthen the abdominal muscles, but, generally speaking, all the movements serve to increase the mobility and strength of the spine. It must never be forgotten that the spinal column is the chief factor in controlling all actions in whatever direction the body may be moved. Unless a child's spine is strong and flexible his posture will be poor and he will be greatly handicapped in all physical activities; and much of the "joy of life," the exhilaration of movement and the inner satisfaction which comes from being able to create and interpret his ideas through his movements, will be lost.

BALANCE ACTIVITIES

(A) BEAN-BAG BALANCES

(i) Run about throwing and catching a bean-bag. On signal, stop and hold the bag up high, either in front or to the side. Kick the bag several times with one foot and then repeat with the other leg (*Fig. 118*). Hold it in a different place each time. (ii) Drop into knees full bend and practise throwing and catching the bag. (iii) Put the bean-bag on the tip of one finger and stretch slowly upwards until standing on tiptoe with arm fully extended above head, *looking at the bean-bag all the time*. Now toss the bean-bag off the finger into the air and drop into knees full bend again, catching the bag before it touches the ground. F.P.

(B) BALANCING OBJECT ON HEAD

(*Fig. 119*). (A small block or piece of cardboard is suitable). Carry the object about on the head without touching it with the hands.

Move about slowly *keeping the neck well stretched and the head in a good position*, as though wearing a crown and long train. From this activity progress to kneeling or sitting down on the floor, walking backwards or sideways on tiptoe with very small steps, or stepping on to a box, or form, without letting the object fall to the ground (*Fig. 120*). F.P.



Fig. 118



Fig. 119



Fig. 120

(C) BALANCE WALKING ON APPARATUS

- (1) A wooden ladder on the ground (*Fig. 121*).
- (2) Five or six motor tyres placed on the floor a little distance apart (*Fig. 122*).

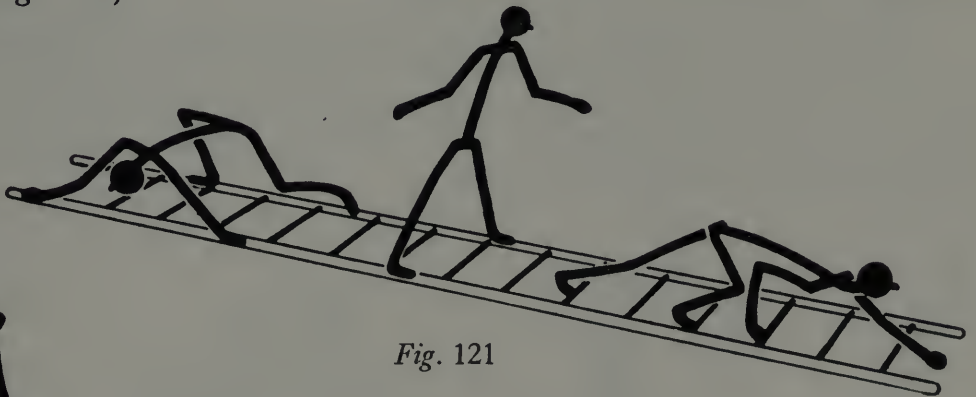


Fig. 121

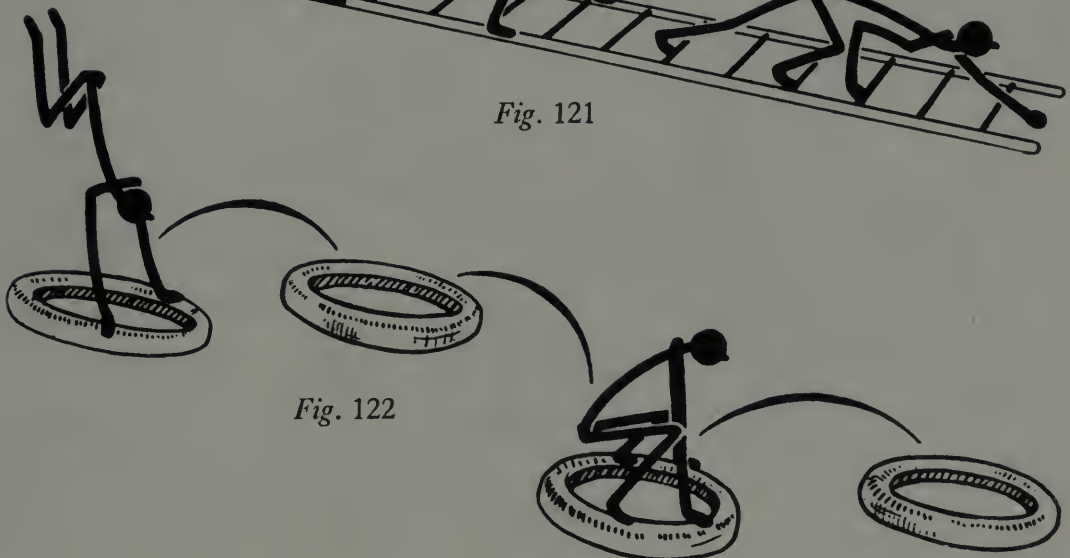


Fig. 122

(3) A balancing form (*Fig. 123*).

(4) Several very large hoops placed on the floor (*Figs. 124 and 125*).

(5) Several long, white painted lines (25–30 feet long, 2½ inches wide). (See page 24 and *Fig. 126*).

Allow the children to get along the apparatus in any way of their own choosing. From time to time the teacher may suggest different ways of moving, e.g. getting along backwards, making themselves either very small or very tall. Generally speaking, however, the children will invent their own ways of progressing.

(D) GETTING ACROSS THE RIVER

(*Fig. 127*). Two lines are drawn several yards apart, representing a river. Each child should have two or three wooden blocks or two hoops. The child now manipulates his apparatus in such a way that he is able to cross the river “without getting his feet wet.” Children experiment freely with blocks or hoops to find out how this can be done.

(E) BALANCING ON TWO HANDS AND ONE FOOT

(*Fig. 128*). Brisk walk; on signal, children put both hands *flat* on the floor and raise one leg *as high as possible*, keeping knee straight, and foot stretched to its fullest extent.

After every repetition of walking or skipping, children can vary the balance by putting the leg in a different place each time, for example, lift the leg sideways or push it forwards between the hands, or curl it round the stationary leg. Children should explore the space all round them with the free leg.

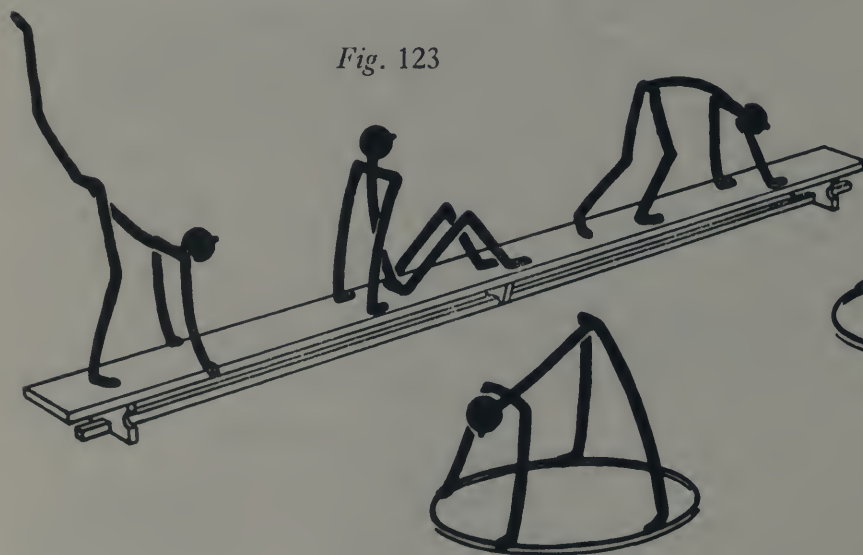


Fig. 123



Fig. 125



Fig. 124

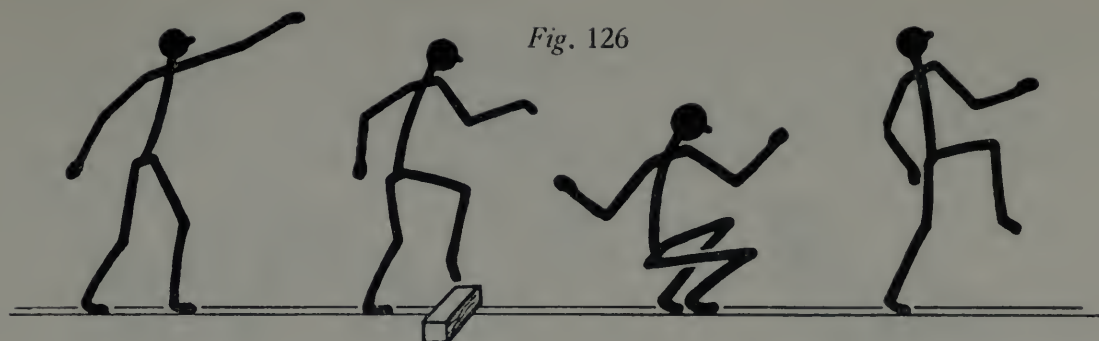


Fig. 126



Fig. 127



Fig. 128



Fig. 129

(F) THREADING AND UNTHREADING THE NEEDLE

(Fig. 129). Hold team band out in front with both hands. Standing on one leg, thread the other leg slowly *over* the band and back again, without the raised leg touching the ground. The back should be kept straight and the leg lifted up high. F.P.

Variations: (i) Sit on the floor, and, putting both legs over the band, attempt to stand up without letting go of the band (*Fig. 130*).

(ii) Lie on the back and thread both legs over the band. Lift hips off the floor and bring band out beyond the head, then stand up without letting go of the band (*Fig. 131*). F.P.



Fig. 130



Fig. 131

JUMPS AND AGILITIES

(A) (1) RUN AND JUMP TO TOUCH "BRANCH OF TREE" OVERHEAD WITH ONE HAND

Run freely then shoot up into the air, "like a rocket," to touch an imaginary branch overhead, and continue running freely as before. Look up at the "branch" when jumping, and push off strongly from floor. To get the feeling of stretch and height, let the children stand on tiptoe and reach up as high as possible with one hand, looking at the finger-tips. F.P.

OR

(2) JUMPING A WIDE BROOK

Run and jump as before but stretch the legs wide apart when they are in the air. To get a feeling of space between the legs the children can lie on one side and stretch their legs apart, making an effort to get a big gap between them. F.P.

(B) BUILDING UP THEIR OWN JUMPS

Each child has several blocks or tins and a short cane. He should construct his own jumps and get over them in any way that he chooses. (Children should get to work quickly and not waste too much time in arranging their apparatus, *Figs. 132a, 132b and 132c.*)

(C) SKIPPING WITH A ROPE

(See page 53, No. 18).

(D) TUG OF WAR WITH A FOLDED AND KNOTTED ROPE

In twos, *A* and *B* with one rope folded and knotted firmly in the middle, so that it becomes about two and a half feet long. Children stand either side of a line in a position for pulling, with one hand on



Fig. 132a

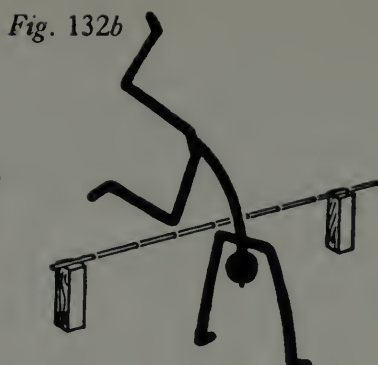


Fig. 132b

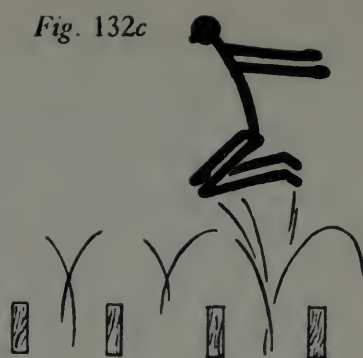


Fig. 132c

the rope (*Fig. 196*). They try to pull each other over the line. Repeat several times using either hand. Get the children to pull really hard in order to win the contest.

(E) LADDER ACTIVITIES

Place a ladder flat on the floor. Children find out for themselves all the things they can do on it. The teacher may expect to see some of the following activities:

(i) Crawling or walking along the rungs on hands and feet, moving forwards, backwards or sideways.

(ii) Placing the hands on the floor across the ladder and then doing a rabbit-hop over it.

(iii) Standing astride the ladder with knees bent and hands gripping either side of it. Rabbit-hopping along rungs moving either forwards or backwards.

(F) SOMERSAULTS ON A BIG LANDING MAT

(See Forward Roll, page 50, No. 5).

Stand on the mat with the shoulders near to the ground. Push both hands on the floor through the bent knees as far as they will go. Tucking the head well in, look through the legs, then roll over *very softly* like a ball. No bumps should be heard.

(G) ACTIVITIES WITH WOODEN BLOCKS

(*Figs. 133a, 133b and 133c*). Each child should have a block which he pushes about the floor with any part of his body (foot, elbow, ear, knee etc.) Practise jumping over blocks. Sit or stand on blocks and try to take off one shoe and hold it above head.

(H) ACTIVITIES WITH BALANCE FORMS

(*Fig. 134*). (i) Crawl or wriggle under balance forms. (ii) Crawl along forms moving either forwards or backwards. (iii) Get along forms walking, or in sitting position or lying on face or back. (iv) Let children invent their own ways of moving.

(I) GETTING OVER DINNER BENCHES

Work in small groups (*Fig. 135*).

Four dinner benches, supported by children sitting at either end, should be placed in a row, one in front of the other about four yards apart. Two long ropes (or lines) are placed on the floor on either side of the benches, but several yards away.

(i) Get over one bench after another using any method and landing on either feet or hands. (ii) Crawl or roll under benches. (iii) Climb over benches without touching them with either hands or feet. (iv) Stand on any bench and jump off it, landing very quietly. After negotiating the benches, return to place carrying out some activity on the ropes, e.g. hopping from side to side, bunny jump, crawling etc.



Fig. 133a



Fig. 133b



Fig. 133c



Fig. 134

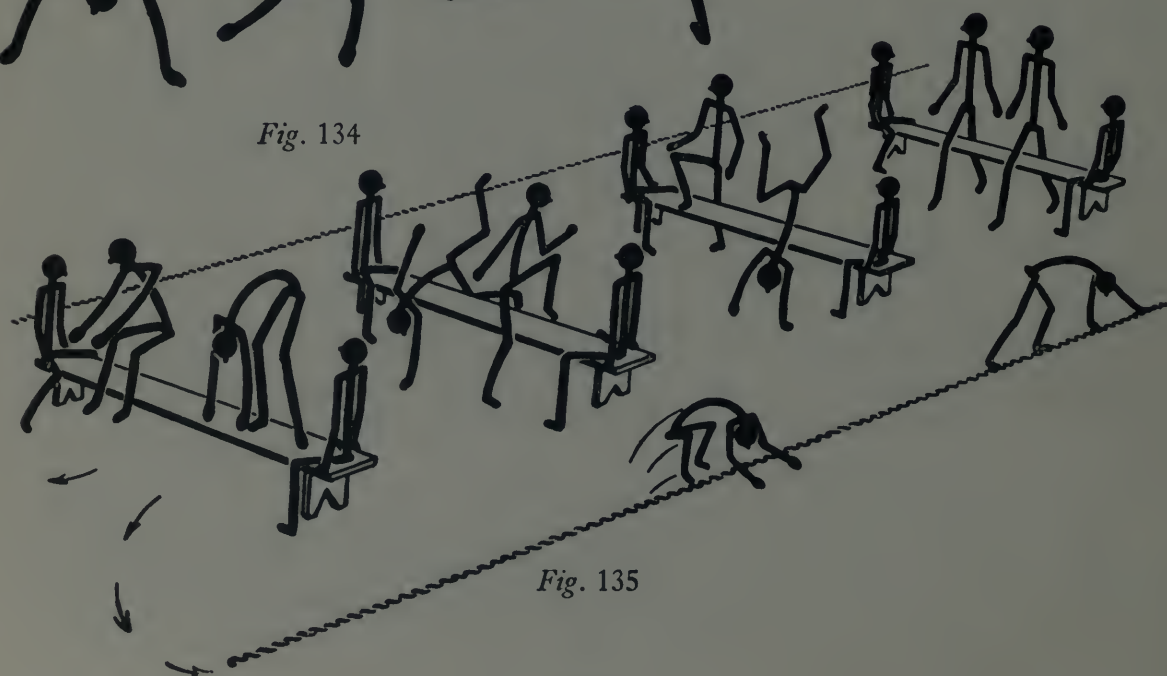


Fig. 135

(J) HOOP JUMP

Each child has a hoop. Keeping his feet still he pushes it as far forward as possible with his hand (*Fig. 136*); he jumps off both feet to land in a crouch position in the centre of the hoop (*Fig. 137*). He then lifts the hoop high over his head and pushes it forward again, jumping into it as before.

(K) WORK ON BIG CLIMBING APPARATUS

GAMES SKILLS

(A) BEAN-BAG OR STOCKING-BALL PRACTICES

(1) *Throwing and catching.* Throw up and catch a bean-bag or ball when standing, walking, running or dodging about. Throw a bean-bag a short distance in front and run forward to catch the bag before it touches the ground (*Fig. 138*). See that the children always keep their eyes on the bags, keep their hands together, and reach either upwards or forwards to catch.



Fig. 136



Fig. 137



Fig. 138

(2) *Overarm throw.* Throw a bean-bag as far forward as possible. Run and pick it up, then throw bag forward again trying to send it further. The teacher can invent ways of making such a practice more interesting. For example, the teacher can stand on a chair and the children some distance away behind a line. They throw hard and try to hit the teacher, or the chair, with bean-bags. Alternatively, she may construct several Aunt Sallies with blocks and tins and let the children try to knock them down. Several "pools" can be made by coiling long ropes into circles. These are placed at varying distances from the throwing line and the children try to make their bags land in a different "pool" every time.

(3) *Aiming at a suspended object* (*Fig. 139*). Two footballs, or two hoops, are suspended from a twelve foot cane, held between two children standing on chairs or tables. A group of children stand behind a line several yards away, each having two or three bean-bags. They try to hit the football or throw their bags through the hoops. Change the stick holders constantly.



Fig. 139

(B) HANDBALL AND FOUR-INCH BALL PRACTICES

(1) *Dribbling practices with a four-inch ball.* Dribble a ball freely using the feet, a spatula or a piece of wood about two feet long (Fig. 140).

(2) *Catching a ball with both hands.* Throw up and catch a ball using both hands. Watch the ball and move after it while gradually increasing the height of each throw.

(3) *Catching a bouncing ball.* Throw the ball up in the air but let it bounce before catching it. Use a four-inch ball at first and later a handball.

(4) *Patting a ball.* Run about whilst patting a ball with either hand.

(5) *Bouncing and catching a ball.* Gradually make the ball bounce higher by raising the hand above the head and at the same time bringing the body weight into the action. (See how high the ball can go).

(6) *Padder bat practice.* Keep a ball bouncing by using a light padder bat. The skill can be varied by using a shuttle-cock and batting it up in the air.

(7) *Rolling a ball.* Two children make a gateway with two blocks of wood. They stand some distance away on either side of the "gateway" and roll a four-inch ball through the "gateway" to each other (See page 54, No. 19 and Fig. 141). Progression can be made by standing further away from the goal.

(8) *Underarm bowling.* (page 54, No. 20). This should be directed at targets of some kind placed near a wall. Using an *underarm throw*, the children see which group can knock down their targets first,

all groups throwing from a common starting line (Fig. 142). The targets can be blocks of wood, skittles, or several tins placed one on the top of the other, each set having the same number of targets. Children work in small groups and each child should have his own ball.



Fig. 140

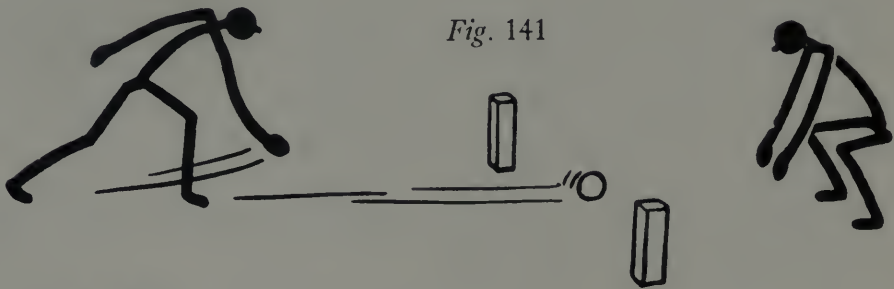


Fig. 141

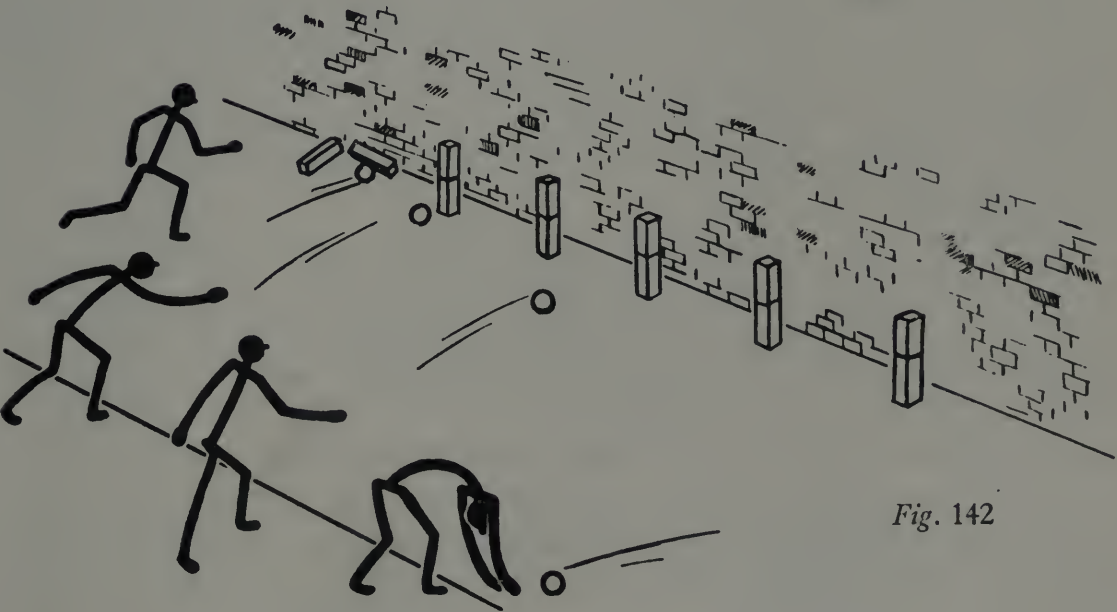


Fig. 142

SPECIMEN LESSONS FOR SIX TO SEVEN YEAR OLD CHILDREN

SPECIMEN LESSON I PART ONE

OPENING ACTIVITIES AND LEG EXERCISES

(A) (i) *MARY AND THE LAMB*

In pairs, *A* is Mary and *B* is the lamb. *B* follows *A* imitating all his actions. On signal, *A* chases *B* and, when caught, takes him to the teacher who counts all the captured "lambs."

Repeat but with *A* following *B*. The leader should be encouraged to make all the actions and positions as varied as possible, changing from one action or position to another, e.g. to be tall or short, fat or thin, or to move quickly or slowly, in a straight or curved line when walking, hopping, running, skipping etc.

OR

(ii) *Free practice of (a) Standing Broad Jump with a turn or (b) Running Jump with a turn.*

(a) Jump forward off both feet, twisting the body in the air to land facing in the opposite direction with the knees fully bent (See note 1, page 25, No. 3), F.P. (b) With a run, take off with one foot, jumping as high as possible, turning in the air to land with a deep "give" of the knees and facing in the opposite direction. F.P.

(B) *WINDING UP THE CAR*

(*Fig. 143*). Sit, keeping one leg straight and the other bent across it with the opposite hand grasping round the side of the little toe. Push, pull and twist the foot in all directions, then wind it round and round in big circles, first slowly then quickly (See note 2). *Stand and lilt from one foot to the other* (page 52, No. 9).

(C) *SPARROW HOP, DUCK WALK AND FLYING SEA-GULL*

(i) *Sparrow Hop*: Bounce *very softly* off both feet, moving in any direction. Vary the force and speed of bounce, sometimes getting a very low quick bounce, then changing to a high slow bounce (See note 3).

OR

(ii) *Duck Walk*: (See page 52, No. 12). Walk with little bouncing

steps moving in all directions, flapping the "wings" and quacking loudly. On signal, change into a Sea-gull and fly about with well-lifted wings. The flying can be varied by (a) repeated changes of direction, (b) twirling slowly or quickly round and round on the spot, while lifting and lowering the wings and bending the body. (c) Quick, sudden darts here and there followed by balancing on the toes for a few seconds with a well-stretched body. F.P.

BIG TRUNK, ARM AND HIP MOVEMENTS

(A) (1) *A DOG SHAKING THE RAIN OFF HIS COAT*

(Figs. 144 and 145). Prone kneeling (See page 52, No. 8). Keeping the hands and knees still, but letting the hips and elbows bend, twist and shake the spine from side to side, moving it vigorously from head to tail, then "hump and hollow" the back continuously (See note 4). Roll over on to the back, keeping all four "paws" in the air. Wriggle the whole body rapidly, trying to dry the "coat" on the mat, then kick and hit out vigorously in all directions with arms and legs. The Dogs can bark with joy while wriggling and kicking on the mat.

(2) *ROLLING BACKWARDS AND STANDING UP*

(Figs. 146 and 147). Sit with knees slightly bent and feet flat on ground. Swing the body forward, then without pause, roll over on to the back lifting hips high in the air so that feet can touch floor well beyond head. From there swing up to standing position (See note 5). F.P.



Fig. 143

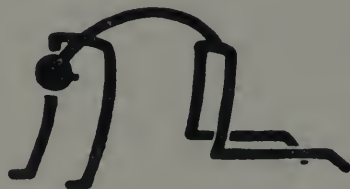


Fig. 144

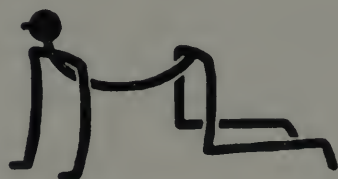


Fig. 145



Fig. 146

Fig. 147

(B) *ARM CIRCLING*

Stand with feet slightly apart. Swing one arm round in a big circle so that it touches the side of the head and leg as it moves. Circle slowly but increase the pace until the arm is revolving at top speed, then gradually drop back to slower and slower revolutions. Each child should control his own movement (See note 6). F.P. *Progression* can be made by increasing the size of the circle so that the hand sweeps along the ground then upwards as far above the head as the child can reach. Stand with one foot well forward. Circle the arm slowly bringing the whole trunk into the action with hips and knees “giving” easily, thus enabling the body and arm to move in the widest possible range (*Fig. 148*).

(C) *DEVELOPMENT OF CIRCLING MOVEMENTS*

The child should *discover for himself* which other parts of his body he can circle. He should experiment with the head, elbows, legs, feet and the whole trunk, making all the movements as large and as extensive as possible. F.P.

PART TWO—GENERAL ACTIVITIES

CLASS ACTIVITIES (for all children)

JUMPING AND GAMES SKILLS

Each child has a wooden block or tall tin, which he can place upright, or flat, on the floor.

(i) Running high jump over all the blocks or tins.

(ii) Running, or standing jump over the block, twisting the body in the air to land facing the block with knees partly bent, then without pause, spring back over the block again, allowing the knees to “give” fully on landing. (See Opening Activity, Lesson I(b), page 92, note 7).

GAMES SKILLS: HITTING DOWN BLOCKS

Work in twos, *A* and *B*. Place two wooden blocks side by side. *A* draws a line four or five paces in front of and parallel with the blocks: then stands behind the line holding a ball. *B* acts as a wicket-keeper and stands several yards behind the blocks facing *A*. Using an *overarm throw* (See page 54, No. 21) *A* tries to knock down the blocks. *B* fields the ball and *rolls* it swiftly back to *A* again. After several turns *A* and *B* change places. *Variation*: Put one block on top of another forming a pillar (*Fig. 149*). Practise *underarm bowling* at the pillar (See page 54, No. 20).

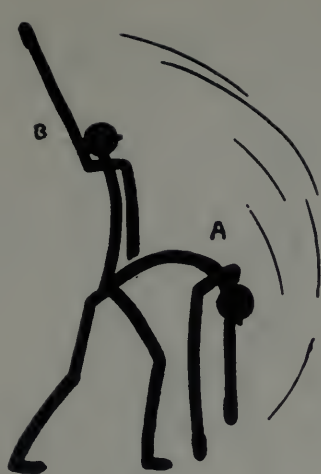


Fig. 148

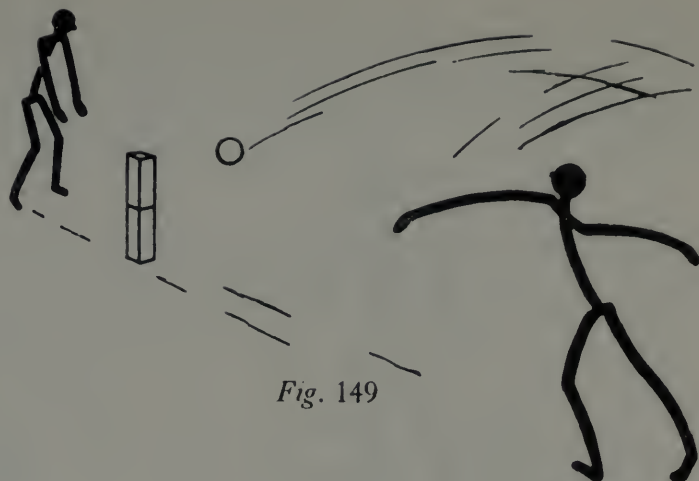


Fig. 149

GROUP ACTIVITIES

JUMPING AND AGILITY

Blue Team. In groups of six standing in pairs. Using four wooden blocks, or several tins, and two canes, build two jumps, placing them one in front of the other but several yards apart. Draw five or six stepping stones down one side of the hall, parallel with fences, and far enough apart to require some effort to be made when getting from stone to stone.

Jump one: Running jump over the cane, finishing with a *controlled landing* (page 48, No. 3).

Jump two: Crawl or roll under cane, or get over it using both the hands and feet.

Stepping Stones: The children get from stone to stone in their own way, trying out a different method with each turn (See note 8).

BALANCE PRACTICES: ACTIVITIES WITH HOOPS

Red Team. Each child has a hoop which he puts on the floor. (i) Walk round the rim putting the heel to toe (Fig. 150). Change to crawling or duck walking round the rim. (ii) Make a "tent" across the hoop by balancing on the feet and hands. While in this position each child discovers what he can do with his body or limbs without falling off the hoop (Fig. 151). (iii) In pairs; *A* stands or kneels, holding the hoop out horizontally, or vertically, as directed by his partner. *B* gets through, across, over or under the hoop in any way that he chooses without touching it (Figs. 152 and 153, note 9).

AGILITY PRACTICES

Yellow and Green Teams. (a) Work on big apparatus. (b) Free

practice of pole jumping. (c) Agilities on the horizontal pole (See note 10). (d) Forward roll and Crouch jump (*Figs. 46 and 49*. See page 50, No. 5 and page 48, No. 4).



Fig. 150

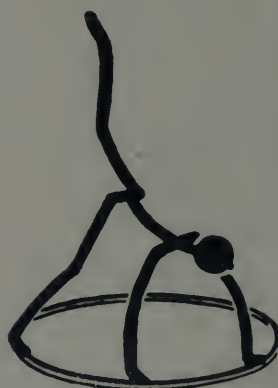


Fig. 151



Fig. 152

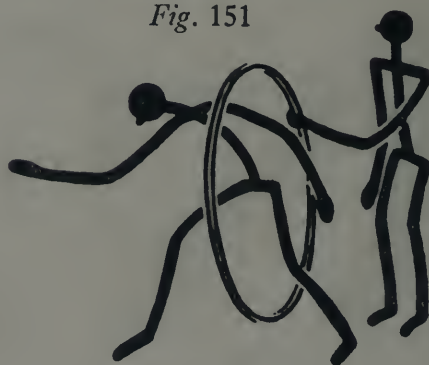


Fig. 153

ENDING

Give training in correct walking (See page 48) and good carriage, with children inventing their own variations and patterns.

TEACHING NOTES

- (1) Give several preliminary "lilts" (See page 52, No. 9) before jumping off both feet. Emphasize the full "give" of the knees when landing followed by an immediate recoil.
- (2) The aim here is to mobilize the ankle and foot, therefore the relaxed foot should be moved in all directions to the extreme limit that the joint will allow. Work the foot hard.
- (3) Encourage a strong, elastic foot action, so that the body can be propelled high or low as desired, while still maintaining lightness and ease in the jump. In "Sea-gulls" get big body movements and varied actions.
- (4) The aim here is to make the spine as flexible as possible. When "humping and hollowing" the spine should show a high con-

vexity followed by a deep concavity. With practice the mobility of the spine should be greatly increased.

- (5) When trying to stand up there should be no pause when the legs swing back again, but the whole body should come into the action, with the arms reaching well forward as the child tries to stand up.
- (6) Keep the elbows straight, but the arm loose, when circling it. When enlarging the movement the teacher should help the child to realize the big space through which his arm can travel, and how, by bending and stretching his body to the full, a very much larger movement is possible.
- (7) When jumping coach a determined "run-up and attack." When twisting the body in the air the child should lean slightly forwards on landing, as this will prevent him from falling backwards.
- (8) Train children to bring out and set up the apparatus with speed and intelligence. Look for well controlled jumps and neat agile movements in this activity. Here the teacher should expect to see the children crawling, rolling, striding over, doing cart-wheels or Bunny Hops over the cane or from stone to stone.
- (9) Children change from one activity to another in their own time. In number three encourage control and dexterity of action.
- (10) Support the pole very firmly. There should be a sufficient number of long poles to keep one group fully occupied. Take pole jumping on grass and let the children find out for themselves the best way of using the pole.

SPECIMEN LESSON II

PART ONE

OPENING ACTIVITIES AND LEG EXERCISES

(A) TRAINS

Walk about the "station platform," varying both speed and direction of walking repeatedly. When the teacher calls out, "Here comes the goods train," the children walk slowly and heavily with relaxed steps (but *not* stamping) as though pulling a heavy load of coal. When the teacher waves a green braid, the children walk about the platform as before. If the teacher says, "A passenger train is coming through," children run lightly at a medium pace, swerving and dodging quickly in and out of other runners, but should the teacher call out, "Make way for the London express," the children run round the playground at top speed, *going all out*, until the green braid is waved again (See note 1).

(B) CLENCHING AND SPREADING THE FINGERS AND TOES

(Bare feet). Sit on mat with knees slightly bent. Clench the fingers and toes as tightly as possible, and then shoot them out getting wide spaces between each finger and toe (*Fig. 154*). Repeat several times, then pull out each toe as straight as it will go. F.P.

OR

Clawing up a newspaper: (*Fig. 155*). Each child puts a single sheet of newspaper on the floor, and stands on one corner with both feet



Fig. 154

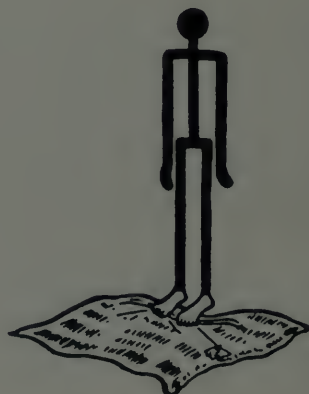


Fig. 155

facing diagonally across to the other corner. He extends and clenches his toes with an alternating action of the feet, until the paper is drawn up into a ball, then sits on the ground and squeezes the paper up into a firmer ball with the soles of the feet. He can practise tossing his ball into the air with his feet (See note 2).

(C) *HOPPING AWAY FROM BRAID TRYING TO BEAT OWN RECORD*

Put team braid on floor. Stand on one foot beside it. Take three long hops, trying to jump as far away from braid as possible. Each child marks his own jump with chalk, then repeats the jump with the other foot. F.P.

BIG TRUNK, ARM AND HIP MOVEMENTS

(A) *ROCKING HORSES*

(*Fig. 156*), (See Group Two, No. ii, page 80).

Lie on the face holding a knotted rope (about two and a half feet long) behind the back with both hands. Rock up and down, increasing the size of the movement. (*Progression*: Rock up and down while holding the rope out in front.) Roll over into a sitting position and without pause fall backwards, swinging both legs overhead to touch the floor beyond, then swing them forward again immediately and stand up. (See Lesson I, page 93). F.P. (The rope should be dropped on the floor after "Rocking Horses"). (See note 3).

(B) *MAKING PATTERNS WITH A FOLDED ROPE*

(*Fig. 157*). Stand with both feet well apart holding a rope in one hand. Describe wide flowing figures with the rope all round the body, swinging and twirling it in every direction and at every level, viz. high above the head, out to the side, and at waist or floor level in one big continuous movement (See note 4).



Fig. 156

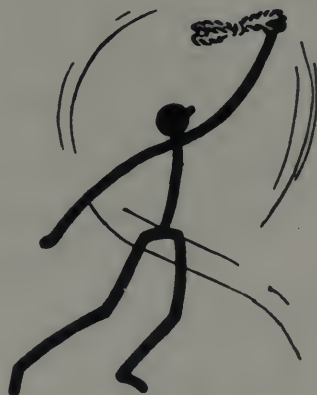


Fig. 157

OR

(C) *LUNGING AND PLACING A ROPE FAR AWAY FROM THE STATIONARY FOOT*

Rope in one hand. Keeping the opposite foot firmly on the floor, lunge out in any direction and put the rope down on the floor as far away as possible from the stationary foot (*Fig. 158*). Leaving it there return again to the starting position. Keeping both feet still, walk out on the hands and recover the rope (See note 5). F.P.

Variation: Grip the rope with the bare foot and place it as far away as the foot can reach (*Fig. 159*). Recover it with the opposite foot. F.P.



Fig. 158



Fig. 159

PART TWO—GENERAL ACTIVITIES

CLASS ACTIVITIES (for all children)

GAMES SKILLS WITH A BALL

(i) With a strong overarm swing bounce the ball ahead and race to catch it before it bounces again.

(ii) Roll the ball swiftly forward. Race to pick it up with one hand. Repeat. Practise with either hand.

(iii) Bat the ball up with open palm after it has bounced. Practise with either hand (See note 6).

(iv) Hold the ball high above the head. Drop the ball and relax quickly to catch it before it touches the ground (See note 7).

(v) Dribble a four-inch ball with both the feet and a spatula changing freely from one to the other. Practise driving the ball hard against a wall with the foot or spatula.

(vi) Child's own experiments.

GROUP ACTIVITIES

BALANCE PRACTICES

Blue Team

(1) Balance walking along *scout poles or broom handles* with bare

feet. This can be done in threes, *A* and *B* holding the pole firmly while *C* crawls or walks along it (*Fig. 160*).

(2) *Ladder on floor*. Work in twos, children inventing their own balance tests. The teacher might expect to see some of the following ideas being carried out:

(a) *B* supports himself on all fours on the ladder while *A* crawls right underneath him. F.P.

(b) *B* holds a hoop out in any position and *A* gets through it without falling off the ladder. F.P.

(c) *A* and *B* face one another, standing on the sides of the ladder and holding an ash walking-stick between them with one or both hands. They find out for themselves all the things which they can do with the stick while balancing on the ladder. F.P.

Try out balance activities on the floor first of all.

AGILITY PRACTICES

Red Team

(1) Get over, under, or across apparatus in any way that the child can discover for himself. All of the following can be used. Balance forms (*Fig. 161*), canes or hoops resting on blocks, or chair seats, large hoops on the floor, an upturned chair, ammunition boxes (*Fig. 162*), beer barrels (*Fig. 163*), a table of any kind, big climbing

Fig. 160



Fig. 162

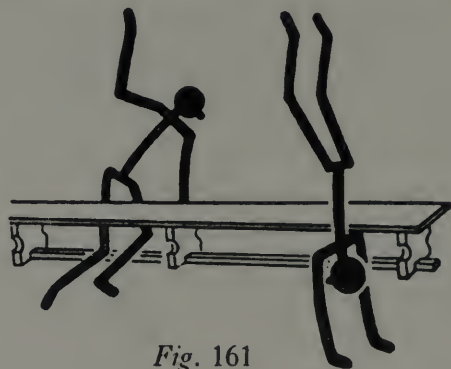


Fig. 161



Fig. 163

apparatus, piled up motor tyres or wooden logs, and a ladder on the floor (*Fig. 164*), (See note 8).

Children move about freely negotiating as many obstacles as possible in their own way and time.

OR

(2) *Rolling*. (i) Roll round a big landing mat (*Fig. 165*). (ii) Roll down nine or ten individual mats placed together forming one long mat. Children can vary their actions and positions while rolling, e.g. making themselves short (like a sausage roll), long (like a rolling pin), wide (like a star-fish), (See note 9); they can also roll slowly or quickly. F.P.

JUMPING PRACTICES

Yellow Team

(1) Each child has several wooden blocks or tins, one individual mat and one short cane. He constructs his own jumps (*Fig. 166*), and jumps over them in his own way (See note 10).

OR

(2) *Standing broad jump with a turn, followed by a backwards roll*. Face a big landing mat standing about two yards away from the edge. Jump off both feet twisting the body to land in "knees full bend" with back to the mat (page 92, Lesson I, Opening Activities ii); then keeping the head between the knees roll over backwards (See Backward Roll, page 51, No. 6).

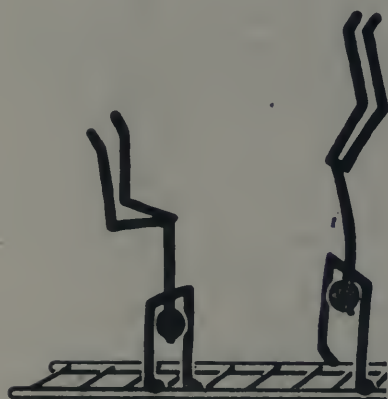


Fig. 164

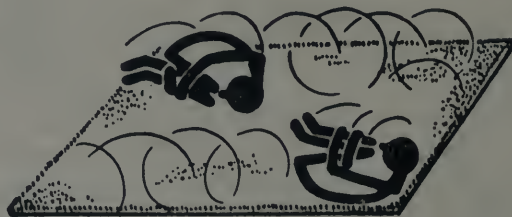


Fig. 165



Fig. 166

ROPE PRACTICES

Green Team

Each child has a skipping rope about nine feet long which he shortens where necessary.

(i) Skip on the spot turning the rope either forwards or backwards. (ii) Gallop while skipping. (iii) Arrange the rope on the floor in various shapes. Balance-walk or crawl along the rope (*Fig. 94*). (iv) Free experiment with rope on the floor inventing own activities and jumps over it (See page 88, *Fig. 135*). (v) Put the rope in a straight line on the floor. Stand astride the rope and pat-bounce a ball from side to side whilst walking from one end to the other.

ENDING

“Daffodils growing in a flower-pot and then fading away.” Crouch with the hands resting lightly on the floor and the body and head curled right over them. The “flowers” grow slowly, but *with strength*, stretching out to the full as they try to reach the sky with their finger tips. They relax gradually, fading slowly back into the bowl.

Variation: On signal, the flowers *shoot up quickly* and fade away slowly, or vice-versa. *Variation two:* The “flowers” grow slowly into different shapes of the child’s own choice and then shrink back again into the flower-pot (See note 11).

TEACHING NOTES

- (1) Vary the order of the trains and expect an immediate response. When running at top speed all should move in the same direction. Encourage a full use of space.
- (2) Encourage home practice. Arrange a “clawing up paper” competition when the children have become skilful. Both exercises increase the mobility and strength of the foot and help to make the toes straight.
- (3) Both movements should greatly increase the flexibility of the spine, mobilize the chest and strengthen the abdominal muscles. Encourage big smooth movements, as children work freely.
- (4) Use every part of the body to the full when describing patterns with the rope. The knees and the hips should bend and head turn so that the eyes can watch the moving rope throughout.
- (5) Put the rope down in a different place each time working all round the body.
- (6) Get big free movements with the arm and never hold the elbow into the side. Keep on the toes with slack knees ready to move after the ball and keep it under control.

- (7) Practise with a bean-bag first of all. Raise the arm to different heights and in varying directions.
- (8) Plenty of apparatus is essential. The children should set it up quickly. The teacher will expect to see the children moving forwards, backwards and sideways as they jump, crawl, roll, stride, on to or over the apparatus. Whatever activity the children may attempt to carry out, their actions should be light and controlled. In a big class the Red team could work in two groups at both activities.
- (9) Help the children to understand how the body weight and relaxation can be used when rolling.
- (10) When jumping the teacher must not accept heavy uncontrolled actions. She should expect from every child his own best standard of performance.
- (11) With careful explanation and practice children will soon come to appreciate contrasting types of movement, applying strength and relaxation with understanding.

SPECIMEN LESSON III

PART ONE

OPENING ACTIVITIES AND LEG EXERCISES

(A) *RED INDIANS OUT HUNTING LIONS*

Children start off with a fast gallop on their "horses," doing long or high jumps whilst "riding" over "the prairie." On signal, they "gallop" through a wood, dodging in and out of trees, and on the second signal "dismount" and creep slowly and silently under the bushes after the "lions." The teacher may suggest some of the following actions as being appropriate when "stalking big game."

(i) Crawling at varying speeds on hands and knees, thus keeping well out of sight of the lions.

(ii) Swift and sudden dashes forward to drop down abruptly behind a tree, then getting up gradually to peer round the tree at the lions.

(iii) Long strides up and down steep banks.

(iv) Long and very light jumps from rock to rock (off both feet).

(v) Dropping on one knee to shoot with a bow and arrow, or, to stand and throw a spear with tremendous force. Remount the horses and gallop off home for a feast (See note 1).

(B) *WAR DANCE*

Stand in a rough group all facing clockwise and bending slightly forwards. Children move stealthily round room clapping hands very softly. They increase their pace and, at the same time, the strength of their claps. On signal, children run with long athletic strides, pushing the body off the floor at every step. At a further signal all break into a wild dance on the spot, chanting some pre-arranged "war cry" whilst leaping and jumping in the air using their bodies, arms and legs to the full (See note 2).

(C) *PICKING UP SHOES OR BEAN-BAGS WITH BARE TOES*

(Fig. 167). Stand in centre of mat with shoes, or two bean-bags, on the floor near the right foot. Pick up shoes, one after the other, with the toes of the right foot, and lift them over to the opposite side of the mat. Repeat all with the left foot. Later on, children can see who will be first to lift the shoes across the mat and back again (See note 3).

OR

CIRCLING BEAN-BAG ALONG FLOOR WITH FOOT

(Fig. 168). Prone kneeling gripping bag with toes of one foot. Sweep the bag in as wide a movement as possible along the floor, bringing it forwards on a level with the arm, then back along the floor and across to the other side of the heels. Keep the leg straight and work the hip joint. The body twists and turns while elbows bend in order to get a bigger movement.

BIG TRUNK, ARM AND HIP MOVEMENTS

(A) LITTLE WHEELS AND BIG WHEELS

Little Wheels. The children sit with straight legs putting left hand flat on the floor near left hip. They turn towards this hand, and putting the right hand beyond it, roll over to face the floor, lifting hips off the ground. They continue to rotate, finishing again in the sitting position beside the left hand. Repeat the action several times working up to a rapid continuous movement. F.P.

Big wheels (Fig. 169). Balance on feet and hands, keeping the hips well raised from the floor and legs straight out behind. Rotate over and over, travelling in one direction, alternately facing the floor and the ceiling. In the following lessons the children can discover for themselves how "spokes" can be added to the "wheel." They can also experiment with speed and a combination of big wheels and little wheels (See note 4).

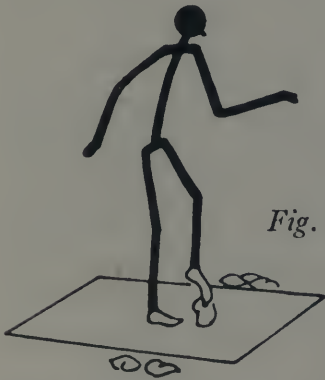


Fig. 167

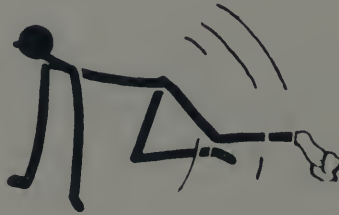


Fig. 168



Fig. 169

(B) DRIBBLING A BALL ROUND THE FEET AND PAT-BOUNCING IT ROUND THE BODY

Keep the feet well apart, and using one hand, dribble a ball along the ground in and out of the feet and then in a wide circle right round them (Fig. 170). Stand and try to pat-bounce the ball in a wide circle right round the body, keeping the feet still (Fig. 171). Run about dribbling ball with feet or patting it with hand (See note 5).

(C) THE TICKING CLOCK

Back lying with arms sideways on the floor at shoulder level and legs straight. Grip a bean-bag between the feet. Beginning with small movements swing the legs from side to side along the floor (*Fig. 172*). Increase the movement until the legs touch the arms at every swing. Progress to circling the bag right round the body, keeping it on the floor throughout and using both the arms and the feet to carry this out. Let children discover how this can be done, and later on also let them find out how the bag can be circled on the floor right round the body using both feet or one foot. Work with bare feet.



Fig. 170

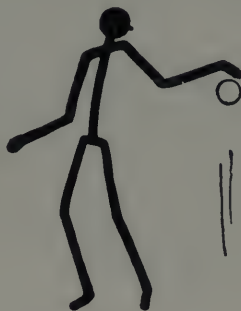


Fig. 171



Fig. 172

PART TWO—GENERAL ACTIVITIES

CLASS ACTIVITY (for all children)

SMALL APPARATUS BALANCE PRACTICE

Each child has some piece of apparatus—a ball, bag, quoit, folded rope, spatula, hoop etc.

Children invent their own balance tests using the piece of apparatus which they have chosen. F.P. On signal, all walk slowly forward, backward or sideways, maintaining a very good poise of the body. When directed they take up one of the following positions named by the teacher: standing on toes with feet together or apart; knees full bend position; Duck Walk position; kneeling on one knee; standing on one leg. The teacher then tells them to carry out one of the following actions while holding the position: to throw and catch their apparatus; to pass it from hand to hand overhead or right round the body; or to manipulate the apparatus in some way of their own choosing (*Figs. 173 and 174*).

GROUP ACTIVITIES

PRACTICES WITH SHINTY OR STRONG WALKING-STICKS

Red Team. Each child has a stick.

(i) *Overhead walking stick.* Hold the stick at either end above the head. Swing it down to the ground and step over it without letting go of either end (Fig. 175). Wriggle the stick up behind the back and over the head again. Sit on the floor and repeat. F.P. Later arrange a speed competition taking the activity three times through.

(ii) *Over the hurdles* (Fig. 176). In twos, facing partner and holding the stick at either end with both hands. Both children step over the stick, turn under it, and twist back to the starting position. F.P.

(iii) *Pulling and pushing a partner over a line* (Fig. 177). Face a partner grasping a horizontal stick with both hands. Push or pull partner over a chalk line.

(iv) *See-saws.* Sit with knees bent and toes touching, grasping a horizontal stick between them with both hands. *A* falls back until his head touches the floor, whilst *B* is pulled upward off the floor until he is balancing on his toes. *B* then bends his knees slowly and falls back on to the floor pulling *A* up to toe standing. F.P. Take two or three stick practices in each lesson.

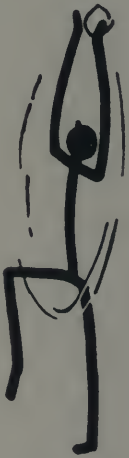


Fig. 173



Fig. 174



Fig. 175



Fig. 176

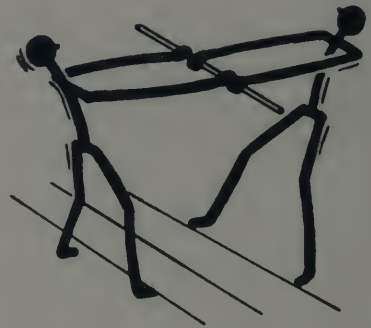


Fig. 177

AGILITY PRACTICES

Blue Team

- (i) Crouch jump raising hips to partner's hands (See page 49).
- (ii) Crab position. Children can practise this freely in their own way.
- (iii) Tiger balance (*Figs. 178a and 178b*).
- (iv) Forward Roll (page 50, No. 5, See note 7).

JUMPING PRACTICE

Yellow Team

Jumping from a height. In groups of three using a strong chair and two individual mats on which to land. *A* supports the chair very firmly while *B* and *C* practise jumping off it several times, then *A* changes with *B* or *C* (*Fig. 179*).

- Progressions:*
- (i) Jump with a turn in the air to end facing the chair.
 - (ii) Jump over partner's arm (*Fig. 180*).
 - (iii) Combine the jump with a forward roll or a standing broad jump (See note 9).



Fig. 178a

Fig. 178b



Fig. 179



Fig. 180

GAMES SKILLS WITH A BAT OR A SPATULA AND A BALL

Green Team

Each child has a bat, or a spatula, and a ball with which he practises in his own time, using first one piece of apparatus and then another.

(i) Overarm throw at wall targets painted at high, medium and low levels (*Fig. 232*).

(ii) Throw and catch using either hand.

(iii) Hit the ball into the air or pat it on the ground, using the hand or a bat.

(iv) Dribble a four-inch ball with a spatula, in and out of blocks, or hit it through a goal to a partner who is standing on the other side (*Fig. 234*).

WORK ON BIG CLIMBING APPARATUS AND BALANCE FORMS

For all teams

Opportunity should be provided for every child to use the big climbing apparatus when possible. He should be encouraged to invent his own agilities and explore the apparatus in his own way and time.

ACTIVITIES ON BALANCE FORMS

Let children discover for themselves what they can do on the balance forms, or suggest that some of the animal balances might be tried out, e.g. Rabbit Hop, Cat Crawl, Bear Walk, etc. Children can also try to travel up one side of the form while sitting on the floor and with their legs resting on the form. They can move straight along or turn over and over as in Little and Big Wheels (*Figs. 123, 169 and 229*).

ENDING

Various types of walking, e.g. "slow and stately" as though wearing a crown and train; "very fast walking" as though late for school; "natural easy walking" as though going shopping.

TEACHING NOTES

- (1) Describe the scene in a few colourful words, thus creating the right atmosphere. Discuss with the children possible interpretations, then by mime and action each child paints his own picture. This activity is particularly suitable for work outside where there are trees and uneven ground.
- (2) Vigorous dynamic movements full of life and expression should be carried out with the whole body entering into the action.
- (3) Movements of this type improve the usefulness of the foot. Encourage practice at home.

- (4) Spokes can be added by raising one arm and leg high in the air during the turn.
- (5) The hips and knees should bend and stretch when manipulating the ball.
- (6) In this exercise and in its variations, the child should remain on his back all the time, but he can roll from side to side or lift the hips off the floor when carrying it out.
- (7) *Forward Roll*. Encourage controlled relaxation and use of the body weight when rolling.
- (8) *Tiger balance*. Stand facing a wall. Put the whole of the arm from wrist to elbow on the floor with the hands close together. Press forehead down on to the hands and keep the weight well over them (*Fig. 178a*). Push off with the feet and swing legs over the head, as in the hand standing until the feet rest on the wall behind (*Fig. 178b*). Lower the feet quietly one at a time. F.P. Children practise two or three agilities in each lesson.
- (9) Some quality of movement should be apparent in the child's performance at this age, provided that his past training was both planned and carried out intelligently. In jumping from a height, children should be expected to know how to push off with force and propel themselves high in the air; also how to land quietly and with control.

LISTS OF EXERCISES AND ACTIVITIES FOR SIX TO SEVEN YEAR OLD CHILDREN

OPENING ACTIVITIES AND LEG EXERCISES

Group One

(A) TRUNCHEON TAG

Three children, each holding a paper truncheon or red braid, stand at one end of the playground. The rest of the class scatter. On the signal, the truncheon holders chase the other children trying to tag someone. Whoever they hit takes the truncheon immediately and sets off to tag some other child. The winners are those who have never been touched by a truncheon.

(B) MAKING A HOLE BETWEEN SOLES OF FEET, AND TOE SPREADING

Sit with the bare soles of the feet pressed firmly together, drawn close up to the body and resting right over on the outer borders (*Fig. 181*). Keeping the whole outer border in contact with the floor, push the feet forward as far as they will go. This will cause a hole to develop between the arches. Repeat several times working hard to increase the size of the hole. F.P.

Variation: Put a ball between the insteps and push the feet forward as before (*Fig. 182*). Then throw the ball up into the air and catch it. F.P.

SPREADING OUT TOES

(*Fig. 183*). Clench the toes tightly and then shoot them out like a fan, trying to get big spaces in between them. Put the fingers in between spaces. Play the piano with the toes and fingers.



Fig. 181



Fig. 182



Fig. 183

(C) *STEP AND HOP WHILE RAISING THE KNEE IN FRONT,
CHANGING TO "RUNNING LIKE A LITTLE PONY"*

(Page 53, No. 13). Let the children change freely from one step to another in their own time. (If a suitable tune is played or hummed, the children will get help with both rhythm and time, e.g. Yankee Doodle Dandy).

Group Two

(A and B) *ACTIVITIES WITH HOOPS*

(1) Bowl a hoop freely while repeatedly changing the direction.

(2) Grasp hoop with both hands and swing it backwards and forwards under the feet, jumping over it each time.

Progression: Skip with hoop, swinging it high overhead with straight arms and watching it all the time. The whole body should be well stretched (*Fig. 26*).

(3) In twos facing partner and standing several yards apart. Both children spin hoops simultaneously then race across to catch partner's hoop before it falls (*Fig. 184*).

(4) Hoops well spaced out on the floor. Do a running jump over all the hoops, or take a running jump to land in the centre of a hoop with a deep "give" of knees and instant recoil to standing position. F.P.

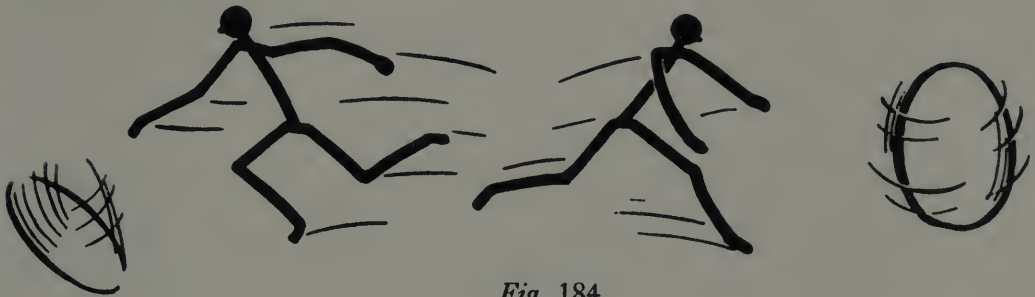


Fig. 184

(C) *SHOES OVER BRAID*

(*Fig. 185*). Stand on mat with shoes (or bean-bags) beside bare feet and holding a team band well out in front. Grip one shoe with toes and, lifting leg high, drop shoe over braid, then pick up the second shoe in the same manner. Repeat with the other foot. Throw the shoe high in the air with toes and catch with hands. F.P.

Group Three

(A) *VARIOUS WAYS OF MOVING ABOUT THE PLAYGROUND*

The children move about in any way they like with the teacher guiding and suggesting variations from time to time. For example, she may ask for long or short movements; quick or slow movements; high or low movements; or actions where the child moves forward, backwards, or sideways in some way. Each child may choose his own type of activity in order to carry out the teacher's suggestion.

(B) *GUIDING A BALL ROUND THE FOOT AND A MAT*

Stand in the middle of the mat on one leg, and with the toes of the free foot guide the ball round the stationary foot. Repeat with the other foot (*Fig. 186*). Stand on the mat, and with one foot resting *right over on the outer border*, guide the ball with the sole of the foot round the mat. Repeat with the other foot (*Fig. 187*). F.P.



Fig. 185

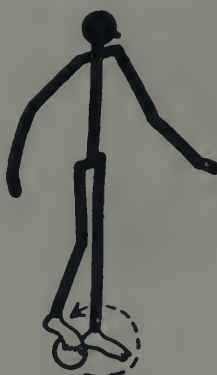


Fig. 186



Fig. 187

(C) *CHILDREN INVENT THEIR OWN JUMPS*

The teacher may expect to see (i) jumping with arm and leg parting (ii) drawing both knees up to the shoulders whilst flinging the arms out to the sides (iii) jumping and kicking the legs backwards whilst flinging the arms over the head (iv) springing in the air and twisting the body to land facing in the opposite direction (v) a high or a low spring to land in crouch (vi) jumps in any direction off one leg. (The landing from all jumps must be soft, flexible and controlled. Heavy movements should be stopped at once).

Effort should be made to get some shape into the jumps, but the main thing of course is to get movement and enjoyment rather than style. From time to time let the children watch any outstanding jumper and comment on his performance. In this way the children will get a yardstick with which to measure their own efforts.

BIG TRUNK, ARM AND HIP MOVEMENTS

Group One

(A) SWIMMING IN A ROUGH SEA AND BOATS IN A STORM

(See Rocking Horses, page 80, Group Two, No. ii). Lie face downwards with arms relaxed and stretched forward on the floor in front. Raise arms and chest off the floor, and do "swimming breast stroke" in own time and manner (*Fig. 188*). Gradually the "sea gets very rough" rocking the children up and down as they swim over "the high waves" (Short spells of free practice).

OR

Boats in a storm (*Fig. 189*). Lie face downwards with the arms raised sideways. Rock from side to side with "rolls" getting bigger and bigger as the storm increases, causing the arms and legs to be lifted high out of the "water": finally the "boat" turns right over and sinks to the "bottom of the sea." (The children lie on their backs completely relaxed). F.P.



Fig. 188



Fig. 189

(B) PRONE KNEELING AND LEG AND ARM STRETCHING

(Page 52, No. 8)

(i) Move one leg in as many directions as possible to the *extreme limit of the joints* while keeping the other knee, and both hands, firmly on the floor (*Fig. 190*). The elbows can bend and the body twist and turn in an attempt to enlarge the action, and discover the space around them (*Fig. 191*). F.P.

(ii) Holding a bean-bag in one hand and keeping the opposite hand and both knees still, children discover in what directions and how far they can move the bean-bag, while twisting and turning their bodies *to the fullest extreme*. They should work all round the body, viz. lift bag above the head, push bag far under the chest, between the knees, behind the foot, far out to the side, etc. F.P. (*Fig. 192*).



Fig. 190



Fig. 191



Fig. 192

Group Two

(A) *PASSING A ROPE UNDER THE BACK*

(Fig. 193). Lie on the back with knees bent and feet on the floor. Hold the ends of a folded rope in either hand, above the chest. Draw knees to chest and lift the feet right over the rope. Arch the back by raising the hips and shoulders off the floor, then pass the rope beneath the body and so out beyond the head, thus making the rope travel in a complete circle. Free practice. Later on the teacher sees who can be the first to do this activity three times through.

(B) *SWINGING BOATS WITH A ROPE*

(Fig. 194). Sit with straight knees holding the ends of a rope firmly on the floor beside the hips, after the rope has passed under the soles of the feet. Keeping knees straight and rope tight, roll over backwards, swinging legs over head to touch floor beyond with toes (Fig. 195). F.P.

(C) *TUG-OF-WAR WITH A FOLDED ROPE*

(Fig. 196). Stand in twos on either side of a short chalk line, holding a knotted rope between them with one hand, and in a position for "tug of war." On signal, children try to pull their partners over the line. Change hands. Sometimes the teacher can organize a test to find out the winner of three short rounds in the tug of war.

Group Three

(A) *CURLING AND STRETCHING*

Curl up on the side with the head on knees (Fig. 197). Stretch the body out *to the fullest possible extreme*, lifting the arms and legs backwards along the floor so that a big arch runs from the tip of the toes to ends of the fingers (Fig. 198). Curl up again either slowly, or quickly, whilst rolling over on to the other side. Repeat several times.



Fig. 193



Fig. 194



Fig. 195



Fig. 196

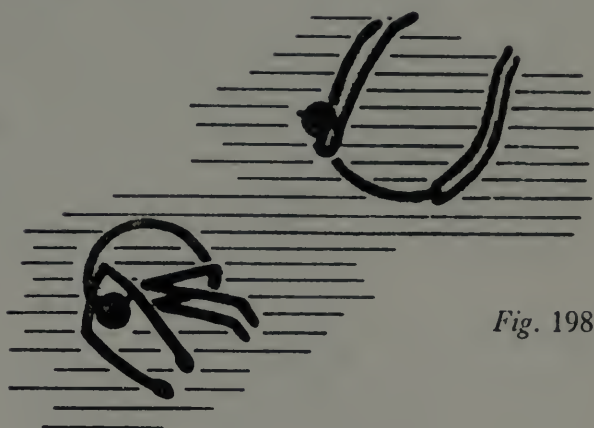


Fig. 197

Fig. 198

Points: (i) The elbows and knees should be as straight as possible when the child has stretched himself out to the full.

(ii) Make an effort to get as big an arch as possible so that a child looks like a half moon or a big banana. Later in their training children discover for themselves other ways of curling and stretching out their bodies, thus becoming aware of what full extension and complete curling up again really feel like with every part of their bodies.

(B) WALKING ROUND THE MAT SUPPORTED ON ONE HAND AND BOTH FEET

(Fig. 199). Put one hand in the centre of a mat and both feet out to the side on the floor, keeping body straight. Taking big steps, walk right round the mat, revolving on the hand. Change hands. Dodge or hop in and out of mats. On signal, put *the feet* in the centre of any mat and hands on the floor and walk round the mat with the hands. Let the children experiment and find out for themselves variations of the above. F.P.

OR

KICKING HORSES

Hands flat on the floor with the fingers outspread and body-weight well over the hands; the head should be raised, hips fairly high, and hands and feet not too close together. Kick the legs freely in the air,

trying to get the hands to feel and to support the body-weight. Lower the feet one at a time. F.P. (See a Donkey, Specimen Lesson II, page 62), (The Kicking Pony, page 81, B).

(C) *LEG MOVEMENTS WHEN LYING ON THE BACK, WITH BENT KNEES AND VERTICALLY RAISED HIPS*

(Fig. 200). The hips should be lifted off the ground and firmly gripped by the hands, with the upper arm resting from shoulder to elbow on the floor. The hands, acting like brackets, should support the hips firmly, keeping them steady when balancing in this position while children find out *for themselves* all the things which their legs can do.

The teacher may expect to see: cycling, leg-parting in various directions, stretching legs to the ceiling and lowering them again, twisting the hips from side to side whilst keeping the knees bent, etc.



Fig. 199



Fig. 200

Note.—If the teacher has carefully studied the big trunk, hip and arm movements suggested for the five–six year old child, she will notice that movements for children in the following year have the same underlying purpose, viz. to provide the child with a means whereby his body will remain flexible, become strong and thereby gain in control and smoothness of action. From a corrective point of view the anatomical value of these movements cannot be over-estimated. Their chief aim is to mobilize the spine in every direction, correct round shoulders, develop the chest and trunk, thereby improving the child's posture, breathing capacity, and general well-being. Considerable attention is given to ensuring that the hips also are kept supple, strong and used to their full capacity, so that in the natural movements of life a child will never be handicapped by joints lacking freedom of action. Every encouragement is given to the child to use his imagination and develop his own movements, thereby stimulating his creative capacity: the need for this is constantly being emphasized both here and in other parts of the book.

BALANCE ACTIVITIES

(A) HOOP BALANCES

(1) Bowl hoop freely changing the speed from slow to fast and vice versa. (2) Place hoop on the ground. Stand on rim and balance the body across the hoop on the feet and hands, either facing the ground or with the back to it (*Fig. 201*). *Progression*. While balancing on hoop see how many different places the leg can be moved into (See Balance, page 20). (3) Balance the hoop on the head so that it hangs down at one side of the body. Step through it with the nearest leg, and then bring the other leg through, without dislodging the hoop (*Fig. 202*). (4) Hop Scotch with the hoop. Place the hoop on the floor. Stand on one leg, and with little hops try to move the hoop about the ground with the toe (*Fig. 203*).

(B) BALANCE FORM AND LADDER BALANCES

Put a ladder down on the floor. (1) Walk along the ladder (or form) balancing a ball on a wooden spoon, the flat palm of the hand, or on a spatula (*Fig. 204*). Return to the starting place, hopping on one leg while dribbling the ball along the floor with the spoon or the hand (*Fig. 205*). (2) Walk bare-foot along a ladder or a balance bar, gripping it tightly with the feet. (3) Join up with a partner and invent own balances on a form or a ladder, e.g. *A* makes a bridge with his feet, or with his hands and his feet, and *B* crawls under the bridge in various ways (*Fig. 206*). Alternately *A* might take prone kneeling position and *B* could ride him along the ladder or form (*Fig. 207*). F.P.



Fig. 201



Fig. 202



Fig. 203

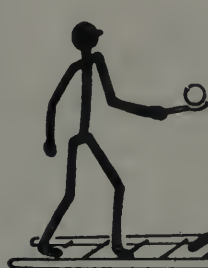


Fig. 204



Fig. 206



Fig. 205

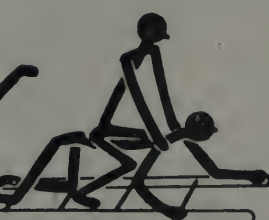


Fig. 207

(C) *BALANCE ACTIVITIES USING WOODEN BLOCKS*

Each child has two blocks (12 in. $\times$ 3 in. $\times$ 2 in.). (1) Stand on the blocks, and using them as skates move about the hall. The child should lean forwards and swing his arms rhythmically from side to side as he moves (*Fig. 208*). (2) Place the blocks end to end or side by side, touching one another, or with a small space between the ends or the sides. Stand on the blocks, and with a wooden spoon, spatula, hand or foot, guide a four-inch ball round, and in and out of blocks, without overbalancing (*Figs. 209, 210 and 211*). (3) Practise taking up various positions on the blocks, each child arranging his blocks as he chooses. Progression can be made by the child moving in some way when in that position, e.g. forward lying on blocks, pretending to swim (*Fig. 212*), or standing on one leg and threading the needle over the team band (*Fig. 129*). F.P., children trying out their own ideas.

(D) *CARRYING AN OBJECT ON THE HEAD*

(1) Walk slowly down the white lines or along a balance form, carrying an object on the head (a piece of cardboard or a small wooden block). (2) Take up some position of balance on the floor, or on a form, e.g. Duck walk position, kneeling on one knee, standing on one leg, etc., then change from one position to another (*Fig. 213*). F.P. (3) Step over several wooden blocks or in and out of motor tyres or on to a box, still balancing an object on the head. F.P. (*Figs. 214 and 215*).

(E) *AEROPLANES*

See page 84, balancing on two hands and one foot). With lifted wings "the planes" fly in all directions, swerving and spinning round and round while being "blown about by the wind". On the signal, they land putting the finger-tips of one or both hands on the ground, whilst lifting one leg high and straight in the air. With every repetition of "flying and landing" the children can take up different positions of balance (*Fig. 216*), e.g. balancing on one arm and one leg, or on one knee with arms out sideways (*Fig. 217*). Encourage the children to vary the "flying" and landing in their own way.

(F) *BALL BALANCE*

(1) Walk pat-bouncing a ball, then swing one leg over the ball and continue walking as before. (Keep the back straight and bounce the ball at waist height.) (2) Stand on one leg and dribble the ball round the stationary foot (*Fig. 186*). (3) Throw the ball high in the air, then drop down to knees full bend and catch it in that position. (4) Sit with straight legs, keeping them close together. Balance a ball on top of the ankles. Raise the legs whilst letting the trunk fall slightly

backwards. The ball should then roll along the legs towards the body; and back down again to the ankles as the legs are lowered (*Fig. 218*). F.P.
 (5) Roll the ball forward, then run and jump over it, twisting in the air, to land in knees full bend position to field the oncoming ball. F.P.
 (See page 92, Lesson I, Opening Activities, No. ii (b)). Take two or three of these balance tests in every lesson.



Fig. 208



Fig. 209



Fig. 210



Fig. 211



Fig. 212



Fig. 214



Fig. 213

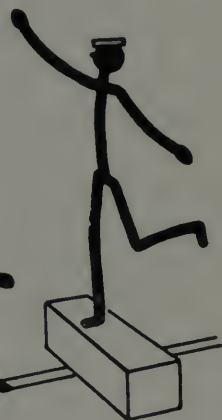


Fig. 215



Fig. 216



Fig. 217



Fig. 218

(G) CHAIR AND HOOP BALANCE

In threes, *A*, *B* and *C*. Use one chair and one hoop (of 27 in. diameter). *A* holds the back of the chair. *B* stands at the side of it, holding the hoop out flat just below and touching the edge of the chair seat. *C* stands facing the hoop and the chair. Raising one leg high, *C* steps over the hoop without touching it and up on to the chair. He turns to face the hoop again, and giving a high spring off both feet, jumps back into the centre of the hoop. All change places. (*Note*: the hoop should be held high enough for some effort to be required in order to step into it without touching the brim. The hoop should be moved slightly forward before the child jumps back into it from the chair (*Fig. 219*).

JUMPS AND AGILITIES

(A) JUMP TO TOUCH A SUSPENDED OBJECT

(*Fig. 220*). Work in small groups. One child from each group stands on a chair and holds up some object, e.g. bean-bag tied to a stick. One child after another takes a fast run and jumps, trying to touch the bag with one or both hands. *Points*: (i) Get up speed and take a good push off from the ground. (ii) Reach up with a straight arm getting a full stretch of the body. (iii) Each stick-holder should watch his team and adjust the height of the bag to suit the jumper.

(B) VARIOUS JUMPS AND ACTIVITIES OVER INDIVIDUAL MATS

(*Fig. 221*). Work in small groups. Place six or seven individual mats on the floor in a straight line, about three or four yards apart. Get over every mat in a different way, progressing down the line, each child deciding for himself what he will do.

(C) RUNNING LONG JUMP OVER MATS

Work in small groups. Use two individual mats and one big landing mat for each group. The small mats can be placed at right angles to one another or end to end, with the landing mat put immediately beyond them (*Fig. 222*). Children run and jump right over the individual mats to land as far forward as possible on the landing mat. *Points*: (i) Fast and fairly long run, taking off with a strong push from floor. (ii) Gather the body together drawing the knees upwards during the flight through the air. (iii) Land with a relaxed "give" of the whole body.

(D) CHARIOTS

(*Fig. 223*). The children work in groups of three, holding one rope between them as in the diagram. *A* and *B* are the "horses" and *C* is the



Fig. 219

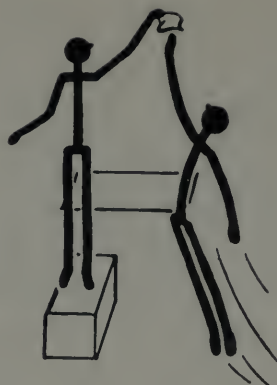


Fig. 220



Fig. 221

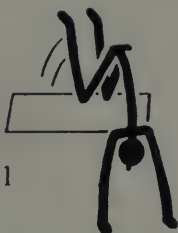
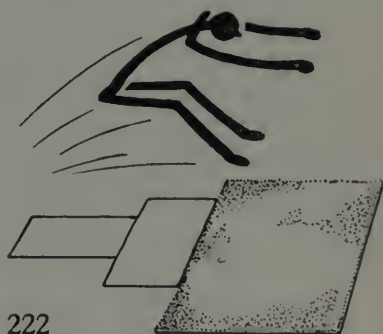


Fig. 222



“driver”. The three gallop about the playground. If the teacher calls out “Jumping Jacks” the “horses” kneel down stretching the rope *tightly* between them. *C* does skip jumps from side to side, progressing from one end of the rope to the other (Fig. 224). *C* changes with *A* or *B* and when all have had a turn they continue galloping as before. The following can be organized in a similar manner: rabbit jump, standing high jump, crawling over and under a rope, cartwheels, skipping, etc.

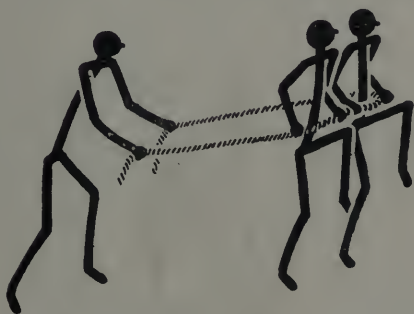


Fig. 223

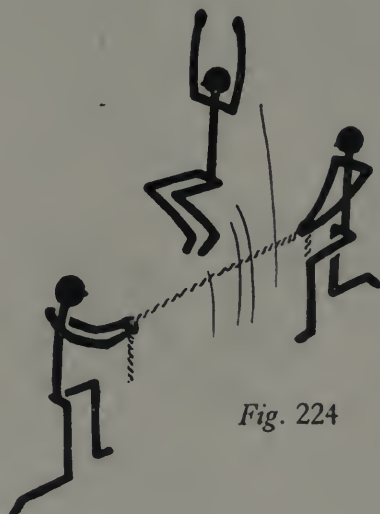


Fig. 224

(E) *STANDING BROAD JUMP WITH PARTNER MARKING*

(Fig. 225). In twos, *A* and *B*. All the *As* stand behind a long, common starting line. The *Bs*, holding a piece of chalk, stand several feet in front of and beyond their partners. The *As* jump forward off both feet as far as possible and the *Bs* mark where their partner's heels have landed. *Bs* have their turn trying to beat *As* jump, or their own best effort. F.P. *Points*: (i) Lilt on the spot a few times before taking off (page 52, No. 9). (ii) Make full use of the arms in order to increase the length of the jump. (iii) Landing should be relaxed and soft.

(F) *JACK-IN-THE-BOX OFF APPARATUS*

(See Jack-in-the-Box, page 77 C). The jump can be done off balance forms, dinner benches, ammunition boxes etc. *Points*: (i) Make a determined effort to spring high in the air stretching the body to the full. (ii) Use individual mats on which to land. (iii) Support the apparatus where necessary. (iv) Quiet relaxed landing.

(G) *KICKING HORSES AGAINST A GATE*

(Fig. 226). In groups of three, *A*, *B* and *C*. *A* and *B* face one another with feet astride and both arms joined across, forming bars. One bar they raise to shoulder height and the other bar they drop to waist level. *C* faces the "gate," and placing his hands on the floor in the space between the feet of the supporters, practises kicking up freely, trying to get his arms to support his weight while bringing his legs to rest on the "bars of the gate." *Points*: (i) Kicking horses and other agilities for strengthening arms and shoulders should have been practices in previous lesson. (ii) The fingers should be outspread on the floor. (iii) *C* should keep his head back and make his arms feel strong. (iv) Lower the legs one at a time. (v) The teacher should show this activity very carefully, emphasizing the work of the supports.

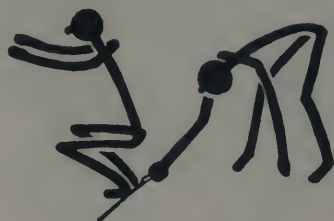


Fig. 225



Fig. 226

(H) *FORWARD ROLL*

(Page 50, No. 5) and progressions.

(I) *BACKWARD ROLL*

(Page 51, No. 6). Take the first two stages of the backward roll, then the children can progress, to rolling right over, in their own time.

(J) *CRAWLING RIGHT ROUND AN INCLINED BALANCE FORM*

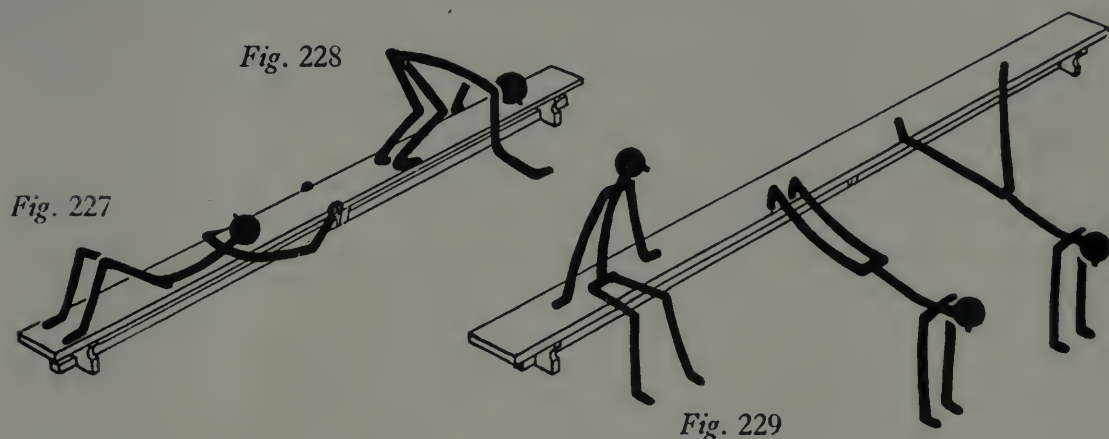
Start from sitting astride the form, then crawl right round, going between the top of the form and the balance rib without touching the floor. See that the form is securely fixed.

(K) *CRAWLING ALONG THE INSIDE OF A FORM*

Place form on the floor with the balance rib uppermost. Crawl along the inside of the upturned form beneath the rib. Wriggle round the centre support.

(L) *FISH SWIMMING UP A RIVER*

(Fig. 227). Back lying position with knees bent and feet resting on the form. The hands should grasp the sides of the form beyond the head. Using both arms and legs push and pull the body along the form (Fig. 228). Children invent other ways of getting along the form with either the feet or head leading; or alternatively they can sit on the floor, with the feet resting on the side of the form, and travel along the side of the form in their own way (Fig. 229).



GAMES SKILLS

(A) *BEAN-BAG OR STOCKING-BALL PRACTICES*

- (1) Throw the bag up and catch it with one or both hands, while dodging quickly here and there. Increase height of throw.
- (2) Throw the bag up with one hand and catch it with the other.

(3) Throw and catch the bag in the space all round the body, i.e. left, right, front, high, low, etc. (4) Drop the bag out to the side, or the front, with one hand and catch it with the other before the bag reaches the ground. (5) Throw the bag over the head from side to side. Catch high up or near the ground (*Figs. 230a and 230b*).

Underarm throw and catch with partner (page 54, No. 20).

Progression: (i) Increase the distance between the throwers. (ii) Introduce gradually various forms of throwing, viz. slow or quick, high or low, to the left or to the right.

(B) HANDBALL PRACTICES

(I) *Throw and Catch the Ball in many different ways.* (1) From a low or a high bounce. (2) Throw against a wall and catch on the rebound. (3) Throw the ball up, let it bounce and then catch it. *Points:* (i) Watch the ball closely and move freely after it. (ii) Keep the knees and the ankles loose so that the child can easily adjust himself to the varying flight of the ball.

(II) *Bounce the Ball Across to a Partner.* *Progression:* (i) Increase the distance, and the force of the bounce. (ii) Put a hoop on the floor between the players and bounce the ball into the hoop each time (*Fig. 231*).

(III) *Overarm Throw for Distance* (page 54, No. 21). Work in twos, *A* throwing to *B*. Introduce gradually a few points of technique.

(IV) *Fielding Practices.* (1) Run bouncing a ball ahead and race to catch it. (2) Roll the ball swiftly and race to pick it up with one hand. (See *Rolling*, page 54, No. 19). (3) Roll the ball and race ahead of it to field or jump over it, turning in the air to field the approaching ball. (See page 25, No. 3). (4) Roll the ball against the wall, or to a partner, and stop it with the hands or the feet (page 56, No. 23).

(V) *Bat the Ball up in the Air or down on the Ground with Hand, Padder Bat or Spatula.* *Points:* (1) Watch the ball and move after it keeping heels off the ground and knees slack ready to follow the ball quickly and keep it under control. (ii) The arm should not be held in close to the side but should move freely in all directions with big flowing actions (See page 55, No. 22). Let children practise swinging their bats freely, without a ball, from time to time.

(VI) *Aiming Practice at Targets on a wall* (*Fig. 232*). The targets should be painted in various colours on the wall, some high up, some at medium heights and some close to the ground. Lines should be drawn at varying distances from the targets and children should aim from these. Other targets which could be used are: wooden blocks, dust-bin lids, buckets and boxes, blackboards etc. Children should work in small groups.

(VII) *Cricket Practice (Fig. 233)*. Work in fours. Each group should have a rounders bat or a small cricket bat, a ball, and two or three blocks for wickets. The pitch should be five or six yards long. Children change places after every four or five balls. The bowler uses an underarm throw, and the ball should bounce once on its way to the batsman. *A* is the bowler, *B* is the batsman, *C* is the wicket-keeper, *D* is the fielder.



Fig. 230a



Fig. 230b



Fig. 231

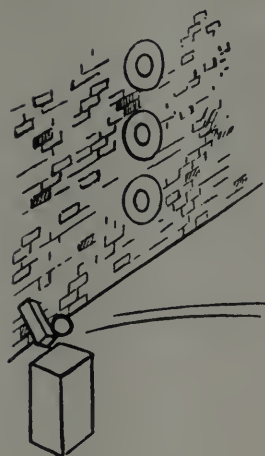
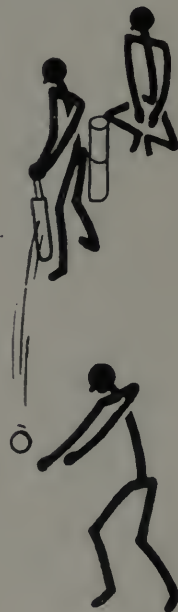


Fig. 232



Fig. 233



(C) *FOUR-INCH BALL PRACTICES*

(I) *Dribbling the Ball with the Foot or a Spatula*. Use both the inside and the outside of the foot, or both sides of a spatula, keeping the ball close to them. *Progression*: Use half as many blocks as children and stand them upright in a space of about thirty by forty feet. The children dribble the balls in and out and round the blocks, trying to increase in dexterity and speed.

(II) *Heading*. Each child has a ball with which he practises heading. He throws the ball up, watching it closely, *until the very last*

moment, and then punches it forward *with the forehead*, never with the top of the head.

(III) *Batting and Kicking a Ball in the Air*. Keep the ball in the air using the foot, hand or any other part of the body.

(IV) *Dribble the Ball with a Spatula and Hit it Through a Goal* (Fig. 234). In twos, *A* and *B*, each having a spatula, but with only one ball between them. A goal is made with two blocks and a cane, and a short shooting line is drawn five or six paces in front of it. *A* stands in goal. *B* runs towards the goal dribbling the ball, and on reaching the shooting line, tries to drive the ball through the goal. *A* stops the ball with his spatula or foot then hits, or kicks, it as far away as possible. *Points*: (i) The spatula *must never be raised above shoulder height*, either in the backward or the forward swing. (ii) *B* must not enter the marked space in front of the goal. (iii) Children should arrange their own goals and draw their shooting lines. Encourage them to do this quickly without any waste of time.

A

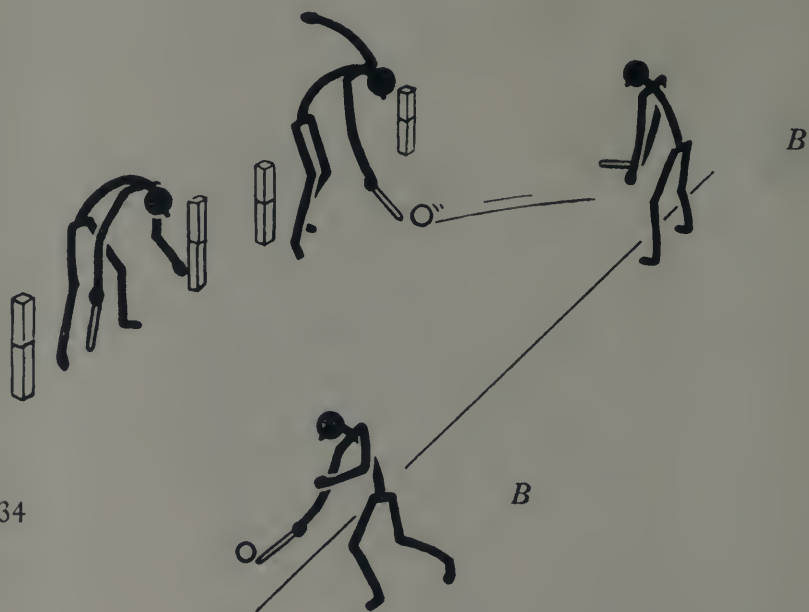


Fig. 234

(D) FOOTBALL PRACTICES

Free Practice in Small Groups with a Football (Size 3). (1) Throwing up and catching. (2) Kicking from one to another and stopping the ball with any part of the foot or the leg. (3) Dribbling the ball and passing on the run in a group. *Points*: (i) Kick the ball with either foot, using the instep and not the toe. (ii) Try to keep the ball on the floor. (iii) Use both the inside and outside of the foot when dribbling.

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